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ABSTRACT

This manual makes available the resources and experience of a project designed to respond to the career needs of young undergraduate women. Included is a list of annotated references, plus a summary of each curriculum unit. This manual is divided into six sections: (1) description of the preliminary phase of the project; (2) outline of the goals and methods of the project and its curriculum; (3) description of the Pilot Campus Interventions; (4) retrospective view of the training; (5) major resource lists compiled for the project; and (6) an annotated bibliography of materials relevant to the curriculum. (Author/LP)

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CREATING CHANGE FOR COLLEGE WOMEN

THE CATALYST MODEL STAFF TRAINING PROGRAM

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CREATING CHANGE FOR COLLEGE WOMEN

THE CATALYST MODEL STAFF TRAINING PROGRAM,
a project to help college personnel respond
to the career needs of women students.

Charlene Newburg
Project Director
Model Staff Training Program

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FOREWORD

THE CATALYST MODEL STAFF TRAINING PROGRAM was a two-year effort to stimulate educators to create campus change. The project, conducted under a grant from the Fund for the Improvement of Post Secondary Education, trained teams from five colleges to respond to the career needs of young undergraduate women. It consisted of two semesters of training and one of supervised implementation and evaluation of pilot programs designed by the teams of the five participating colleges. The project had a dual focus: involving all elements of the college community in women's career growth (faculty, administrators, counselors), and tailoring campus efforts to the particular needs of that college population.

This manual was written to make the resources and experience of this project available to educators at other colleges. Elements of the project can easily be repeated by individuals or three-person teams, or can be incorporated into existing campus efforts. A full list of annotated references and a summary of each curriculum unit form the backbone of this manual, which is divided into six sections.

Part I describes the preliminary phase of the project--selecting the colleges and the teams for participation. It includes discussion of the resistance and support Catalyst encountered.

Part II outlines the goals and methods of the project and describes the two-semester curriculum. Divided into flexible units of study, the curriculum combines a variety of related topics and skill-building activities. The units can be used individually or recombined to suit the needs of a particular campus group.

Part III describes the five campuses and the implementation of the pilot campus interventions.

Part IV is a retrospective view of the training.

Part V consists of the three major resource lists compiled for the project--the resource lists on nationwide INNOVATIVE PROGRAMS, on TESTS and BIBLIOGRAPHIES AND RESOURCE AGENCIES.

Part VI consists of an annotated bibliography of materials correlated with the curriculum.

PART I

INTRODUCTION

> "As the last stage in development before adulthood, the college years should be the formative years. This is when youth are exposed to new learning, skills and ideas. No matter how unique any specific school may be, colleges share the aim of trying to make an impact on those who sojourn there."
>
> Careers and Contingencies
> Shirley S. Angrist and
> Elizabeth M. Almquist

Although career development is a lifelong phenomenon, the college years provide significant opportunities for young people to develop the skills, attitudes and knowledge that are important for future activities in the world of work. Unfortunately, many young women do not use the undergraduate experience to find career directions commensurate with their abilities and needs. They graduate, sometimes remorseful that they belatedly discovered interests they did not have time to investigate. Their teachers have trouble helping these students--often teachers have had only narrow exposure to careers outside their own fields. And faculties dedicated to their disciplines tend to restrict their guidance to exceptional students or those with course-related difficulties. Counselors attuned to the problems are often overwhelmed with crisis resolution or senior year placement. And college administrators are rarely fully aware of the apathy, ambivalence, and fear young women feel when confronted with the future.

This manual is a description of a Catalyst project to assist colleges to respond to the career needs of young undergraduate women. By publishing it we hope to encourage other colleges to use our experience, data, materials, and resources to undertake similar

actions. Basic to the project is the belief that students' career development is the legitimate concern of the entire academic community--faculty, administrators, counselors, and students.

Drawing upon 15 years of experience in the vanguard of programs encouraging women's career growth, in 1976 Catalyst designed the Model Staff Training Program (MST). Our objective was to help a group of educators to become a campus resource and initiate staff development activities that would modify the college environment, making it more responsive to young women's career development. The two-year project was designed for teams of administrators, counselors and faculty members from five colleges and provided them with opportunities to acquire:

- understanding of women's career development and the internal and external forces that retard or advance it;
- information about the needs and demands of the work sector, including interaction with the business world;
- training in organizational and individual change to facilitate the development of staff programs related to young women's career needs;
- supportive services for implementing and evaluating campus programs.

The training blended theory and experiential activities in two semesters of course work. During the third semester, each campus team began to intervene on campus in a variety of ways, with the support of the MST project team. The results are five new campus teams equipped to serve as campus resources and to initiate pilot efforts.

SELECTING COLLEGES AND TEAMS

Identifying Colleges

Because Catalyst conducted the training project in its New York City office, the five colleges had to be located in the metropolitan area. To identify schools to invite, we grouped area colleges in seven rather broad categories: public, private, female, suburban, exurban, religious affiliates, and two-year institutions (no schools offering exclusively technological or career programs were included). We chose different types of institutions with the expectation that their MST campus programs would vary in response to the characteristics of each campus (size, student body, faculty, organizational structure and policy). Since the campuses vary, we hope that other colleges will study the models, identify with similar institutions, and use the project's resources to develop their own programs.

To test colleges' receptivity to a project aimed at responding to young women's career concerns, by making campus change, we had to reach the chief administrators. Selecting colleges from different groupings, Catalyst's president wrote to their presidents to announce the new program. Her letters were followed by telephone calls to seek interviews in order to discuss the issues the program addressed.

Resistance and Support

As we spoke with college presidents and their chosen campus representatives, tangible areas of resistance crystalized. Faculties are split by generation and discipline over the importance of career concerns. Some academics simply do not view women's career development as a priority, or even a legitimate campus issue. Others deny that women experience career-related difficulties because of their sex. On some campuses, the pressure to engage in scholarly research or to publish competes with projects geared to student needs. Where there is support for such projects, people often are overcommitted. Therefore, finding faculty members to participate in the MST program was a problem.

College presidents made the following comments:

> "No tenured professor would participate in such a program, no nontenured professor would benefit."
>
> "I don't want to use pressure to make faculty attend the kind of program you have planned, although I know they would benefit from it. They would suffer in their status here with academic peers and superiors."
>
> "Politically, it is not a good time to present this issue. I need board, alumnae and students solidly aligned on my side before I choose a direct confrontation on career development."

But while there was resistance, there also was support. Some chief administrators were interested in having career planning incorporated into academic areas. Concern about

attrition and declining enrollment has encouraged many institutions to look upon young women as a potential source for increased recruitment. Between 1968 and 1974, the number of women who received a college degree at any level in New York State increased by 68% as compared with a 48% increase for men. If the trend continues, by 1979-80 men and women will receive equal numbers of college degrees annually.* And young people still predominate in colleges. Eighty percent of the freshman class tends to be high school graduates of the preceding spring**. Retention of young undergraduates is yet another problem for some colleges.

Participating Colleges

Five colleges joined the project: Iona College, Pace University, Rockland Community College, Rutgers University-Newark, and the State University of New York at Stony Brook.

These colleges participated for a variety of reasons. Some were troubled by the concentration of their graduates in overcrowded, low-paying, traditionally female fields. Some were concerned about the high dropout rates for nonmatriculated women lacking career motivation. In addition, some educators were especially sensitive about providing more equal opportunities for women, especially their students. Some hoped to accelerate the transformation of a formerly male college into one promoting growth opportunities for women. In each of these colleges,

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* PS; Postsecondary Education in New York State, Vol. 5, No. 3, May/June 1977

** ibid. Vol. 6, No. 2, March/April 1978

there also were some women who championed the project and marshalled vital support.

Each chief administrator (the president or provost) signed a participation memorandum (see Appendix A) with Catalyst's president and the project director, agreeing to the training of a team to undertake staff development activities that would facilitate career growth in undergraduate women. For our conceptual framework, we used a change model with top level support (the president or provost), a middle core (the involvement of the academic community, the teams), and an outside agency providing impetus, training and support (Catalyst). We felt it was important for the teams to have commitment and support from the top. As Walz and Benjamin[1] indicate, "successful change requires administrative support of several kinds. The support must be verbally expressed, in both spoken and written form. The change agent (team) must have a clear mandate to proceed that is recognized, not only by team members, but also by all others who will be involved."

---

1. Walz, G. and Benjamin, L., On Becoming a Change Agent, ERIC, 1977

Choosing the Teams

Once the chief administrator committed the college to the project, team selection began. Since one of our underlying assumptions was that the entire college community shares a responsibility for encouraging career growth, each team had to include an administrator, a faculty member and a counselor. This distribution not only shared responsibility, but drew upon the professional training and skill of each participant.

Colleges identified team members in a variety of ways. At some institutions, women who had participated in the exploratory meetings assumed recruiting responsibility. Some campuses formed search committees; others circulated information about the project and encouraged interested people to volunteer. Other schools nominated people with known interest and concern in women's career issues. Catalyst staff interviewed prospective participants and selected three men and thirteen women with personal commitment to the goals of the project, an ability to make constructive contributions to the total group, and varied backgrounds to foster the concept of team members as role models.

Regrettably, there were only three men in the first training semester and two in the second. Although this has not noticeably hampered the program, it emphasizes one

general problem. Identifying and enlisting men with serious and sustained commitment to advancing women's careers is difficult. However, fathers of daughters are particularly sensitive and responsive. (Some prestigious men's colleges have found support for coeducation among alumni who have fathered daughters.) In this project, one of the men has six daughters, the other has one.

Gaining release time for two semesters of day-long meetings posed problems, especially for faculty. Only two of the sixteen team members were actually relieved of official responsibilities in order to participate. More typically, participants had to fit their fulltime duties into four days. Eleven people were reimbursed for their expenses (travel) by their institutions. For the two training semesters, sixteen team members attended Friday meetings at Catalyst's office. In the third semester, the teams implemented their campus efforts with supportive services from Catalyst.

PART II

THE TWO TRAINING SEMESTERS: JANUARY-MAY 1977; SEPTEMBER-JANUARY 1978

Curriculum Goals

Designed for busy professionals, the training emerged as postgraduate workshops and an in-service staff development program. The interdisciplinary curriculum drew from vocational and social psychology, anthropology, and sociology. It focused on career development concepts, organization theory, and theories of individual and social change. The curriculum was devised to provide (1) background and understanding of the dimensions of the developmental tasks and the internal and institutional barriers involved in career choice; (2) awareness of the issues of planned change and, (3) skill in developing strategies of intervention and change. The objective was to assist each team to become a campus resource and agent of change in order to impact upon the college staff, thereby affecting the institution.

A Two-Day Retreat to Introduce the Project

Members of the five college teams and the Catalyst project staff first met as a total group at a two-day retreat designed to provide orientation, introduce the curriculum, develop group cohesion, and begin the team-building process. For two days, twenty-one people (6 staff

and 15 team members) shared a unique experience -- reviewing and reflecting on college and work and on undergraduate women in relation to both. The mood of all participants at the retreat reflected optimism and excitement. We felt that changes could be made without being too threatening. The project had given impetus and support to the colleges' commitment to help undergraduate women with their career development.

The goals of the retreat were to:

- clarify project goals
- sensitize the participants to the effects of sex role factors on their own careers
- begin to develop an understanding of career development
- motivate the teams to learn about women's career development
- assist the participants to examine their relationships to their own institutions
- question assumptions about their own campuses' organizational structure
- identify the knowledge base and skills needed to undertake change
- help participants assess their own interpersonal skills
- encourage participants to listen and hear one another

The Curriculum in Brief

A basic assumption in the overall curriculum design was the importance placed on understanding the dynamics of female career development in order to make decisions about initiating change. Accordingly, we introduced the curriculum with the component, Dynamics of Female Career Development. The second major component, Organization Theory: Individual and Institutional Change, followed. During the first semester we divided the day into content and group (process) sessions.

To develop more understanding of the dynamics of career development, participants first considered their own career and how sex role factors had affected it. Subsequently the curriculum covered sex role development from anthropological, sociological and psychological perspectives; career development theories; the occupational structure where careers are enacted; sexism in the educational and occupational structures; and the male sex role as it is being affected by changes in the female role. Participants were encouraged to interview their students in order to learn more about career development and how the campuses affect it. We included three site visits to large corporations to provide a partial testing ground for theories about career development and enactment. During interviews of men and women employed by large corporations, participants had the opportunity to question corporate personnel about their career development. The interviews also provided the chance to ask if women in corporations were confined to sex role stereotypic jobs, and why. By considering the perspective of both the employer and the employee on the problems

facing women, we learned about the internal and external barriers to career advancement in corporations.

To learn about some of the new programs colleges around the country have introduced, we included another component, a three-day residential workshop, during the second semester. From people who have developed new programs, we gained first-hand knowledge about a variety of programs: internships, math anxiety clinics, creative risk-taking courses, a theory-based career development class; and learned about sex discrimination in academe.

As part of the curriculum designed to prepare the teams to plan and implement their interventions on campus, the component Organization Theory: Individual and Institutional Change offered theory and description of how groups and organizations function; discussion of the factors influencing behavior of individuals in groups and organizations; description of the issues involved in planned change; strategies of intervention; and instruction in skills change agents need. Commencing with a multiperspective view of organizations and moving to componential analysis, phases of change, and presentations on role theory, presentations of theory were integrated with skill-building exercises and behavioral tryouts of change agent skills. This was a pragmatic experiential curriculum, designed to strengthen relationships within the college teams and on the campuses.

The Curriculum in Detail

Component I: Dynamics of Female Career Development

Designed by Mary Sue Richardson, Ph.D. New York University

Two assumptions guided the basic design of this curriculum. First, the interdisciplinary perspective was deemed critical. We believed that exposure to psychology, sociology and anthropology as they relate to the problems of female career development would provide participants with a solid and enriched basis for understanding these problems. Second, we assumed that theory should be combined with practical experience so that teams could test their insights and apply theories in the field. Participants conducted interviews in corporations in order to observe the patterns of female career development and the variety of personal and institutional factors impacting upon them. Campus interviews and research also provided occasions to apply the theoretical framework, test insights, and identify campus resources and personnel who might assist the teams.

The general goals for the female career development curriculum were to provide participants with theory and information on female career development; utilize theoretical and field explorations to build on this knowledge base; raise questions about implicit and/or explicit values and

assumptions about female career development; and enable participants to target specific and appropriate goals for intervention programs.

Some basic assumptions about the nature of female career development were made:

1. Career development is a lifelong phenomenon, starting in the early years and extending throughout the lifespan.

2. Female career development includes consideration of work and family (marriage and parenthood), areas of adult activity that are frequently conflicting for women.

3. The work role offers a significant source of life satisfaction and support to which women in their college years frequently pay little attention.

4. The college years are critical for male and female students; they provide opportunities for the development of attitudes, skills, and knowledge important for future occupational activity. However, women frequently fail to use the college stage to the fullest possible extent because of the pull between the worlds of work and family.

5. Sex-typing of choices and commitment to the work role are two equally important themes to consider in the examination of female career development during the college years. (Life satisfaction does not only occur in male sex-typed occupations.)

6. Role conflict and motivational constructs (fear of role-inappropriate behavior and low expectation of success) are two major variables to examine in relation to the themes of female career development in college women.

The Weekly Meetings

Unit: Exploring One's Own Career Development: Retreat Workshop

Presenter: Mary Sue Richardson, psychologist

Objectives: To focus attention on issues related to career development, and to raise questions about the meaning of career development and the diverse factors influencing this process.

Content: A three-hour workshop with participants sharing and reflecting on their own careers.

Unit: Multidisciplinary View of Sex Roles

Presenters: Mary Sue Richardson, psychologist
Sydel Silverman, anthropologist
Gaye Tuchman, sociologist

Objective: To present critical issues in the field of sex role development from the perspectives of psychology, anthropology, and sociology; to stimulate critical thinking about sex roles.

Content: Origins, functions, consequences of sex role; perpetuation by the system; concepts of androgyny, sex typing of work; assignment of economic activities or jobs based upon sex differences; systematic division of labor in society.

Unit: The Occupational Structure

Presenter: Martin Hamburger, counselor educator, specialist in career development, youth and work

Objective: To provide knowledge about the structure of occupations and the process by which changes occur.

Content: Occupational structure as a mirror of social needs; examination of effects of the occupational structure in career development; current problems in the occupational structure; basic tools for keeping abreast of changes in the occupational structure.

Unit: Career Development Theories

Presenters: Miriam Krohn, psychologist
Mary Sue Richardson, psychologist

Objective: To provide perspectives from vocational psychology with emphasis on the critical exploratory phase of adolescent development.

Content: Theories and issues of career development (Super, Holland, Crites); vocational development theories applied to women; validity of theory and research on women.

Unit: Sexism in the Educational Structure

Presenter: Gaye Tuchman, sociologist

Objective: To provide an overview of sexism in the educational structure and the ways in which sexism is perpetuated and institutionalized.

Content: Overview of sexism in higher education; sources of resistance to change; applying an understanding of institutional factors to observations during the corporate field trips.

Unit: Sexism in the Occupational Structure

Presenters: Sydel Silverman, anthropologist
Gaye Tuchman, sociologist

Objective: To provide an overview of sexism in the occupational structure and the ways in

which sexism is perpetuated and institutionalized.

Content: The culture of an occupational setting; the linkages between the subculture and the larger cultural context, delineating the role of sex role patterning in an occupational culture; learning basic anthropological field research tools and methodology for examining the occupational environment; guidelines for field trip observations; highlights of sources of resistance to change in the occupational structure.

Unit: The Male Sex Role

Presenter: Mirra Komarovsky, sociologist

Objective: To examine problems men face as women's roles change.

Content: Examination of research related to role strain experienced by college men in relation to women's changing roles; pressures and problems related to male sex role; examination of potential resistances to change in men.

Unit: Campus Study, Interviewing and Research

Objective: To apply theory to the campus and the students; to test out insights and observations about undergraduate women's career development; to begin to identify campus resources.

Content: A day investigating the campuses; feedback session with staff.

As a guide for participants in assessing the diverse factors influencing female students' career development, Dr. Richardson prepared the following profile. It provides a framework for developing a needs assessment of the student body and for integrating the diverse learnings of the cognitive sessions.

The Career Development Profile

Issues and questions for consideration in preparing career development profiles.

I. Background

A. Where students come from

1. Family background

a. socioeconomic status
b. occupational status
c. educational history
d. mother's work history
e. family attitudes towards women's roles

2. Personal background -- relevant to career development

a. history of student's occupational choice (sex typing)
b. range of occupations considered -- (nature of early exploratory processes)
c. attitudes toward work -- central to identity or peripheral to identity
d. academic preparation

II. The college experience

A. At entry -- freshman

1. Student's motivation and goals

a. self- or other-based motivation
b. diffuse or clear goals
c. the degree of future orientation
d. plans for future work
e. commitment to goals

2. Patterns of freshman coursework

a. courses selected
b. how college policies and practices affect choices -- requirements, etc.

c. attitudes towards course work

3. Consideration of choices of future major and occupation

a. sex typing of choices
b. commitment to choices
c. expectations for work in future -- life plan
d. commitment to work role
e. plans for marriage and family -- impact of these plans on work-related goals

B. At exit - seniors

1. Major

2. Occupational choices (sex typing)

3. Post-college plans

4. Commitment to plans and choices

5. Expectations for work in future -- life plan

6. Commitment to the work role

7. Plans for marriage and family -- impact of these plans on work-related goals

8. Evidence of life-planning perspective -- future orientation

C. A comparison of II A. and B. also gives some idea of the institution's impact upon students' career development. Consider: Do they start with fairly open and liberal conceptions of their future roles (a range of choices) and commitment to work and end up with traditional notions; or do they start with traditional notions which merely are reinforced by their college experience? Between freshman and senior year, what happens to students:

1. At point of choice of major

2. In each major department

3. In academic achievement

4. In awareness of role conflict

III. For the effect the institution has on the career development of female students, also consider:

A. Faculty attitudes by respective departments towards women students, towards career orientation of women

B. Status of women employed by the institution (role models)

C. Institutional services -- career counseling and placement

D. Women's studies curriculum (prestige of)

Component II: Group Work -- First Semester

Group Leader: Bruce Bernstein, Ph.D. psychologist

During the first semester, half of the day was devoted to group meetings so that team members could relate what they learned to themselves and their students. We had assumed that by experientially gaining perspective on career development, team members would better understand the problems and concerns of the college student. With deeper insight, they would be able to see the kinds of experiences college students need and plan accordingly. In order to do this type of group work, it was important to continually process and examine what was happening.

However, content presentations and discussions encroached upon the available time and group time was used for planning sessions, trips and lectures. As a result, problems in group dynamics did arise and were not resolved. Part of this difficulty arose from employing what was essentially a very part-time faculty. Without adequate planning time, the staff had difficulty coordinating their efforts, and flexibility gave way to more rigid scheduling. To integrate group work with the cognitive curriculum, we recommend that a single person be responsible for both areas.

Component III: Field Trips and Interviews at Corporations

Unit: Field trips:

The Equitable Life Assurance Society of the United States

International Paper Company

J. C. Penney Company

Half-hour panel discussion meetings and two 45-minute interviews conducted by each college team.

Objective: To test out the realities of the world of work by interviewing men and women in the occupational structure; to increase awareness of large organizations by experiencing the work environment firsthand; to consider the status and position of women in large corporations in order to discover if they are clustered in certain areas, dispersed throughout the organization in staff or line positions, or confined to sex role stereotypic jobs; to learn about the problems women face from both the employer's and employee's perspective, and from the woman's and man's; to compare the upward mobility of men and women in the corporation.

Content:

People in the academic world generally have had limited experience in business or industry. They often spend their entire professional lives on campus. Lack of contact with the business world can handicap them as teachers and advisors of young women seeking career guidance and information. We incorporated three trips into the curriculum to enable teams to meet and interact with business people and to interview them about their career paths and development. The trips also helped in the study of women's roles in large organizations. At each corporate headquarters, the half-day sessions were divided into three segments: a half-hour panel meeting with questioning time, followed by two 45-minute interviews (with a man or woman in the corporation) for each college team. Team members had assigned tasks. One member conducted the interview, using some previously prepared questions; a second member served as the recorder; and the third member observed and asked supplementary questions.

The panel meetings covered women's positions in the company; sex role stereotyping; recruitment, hiring and promotional practices; and types of problems and barriers (internal and/or external) women face in large organizations. Questions to individual panel members included some about their entry level, whether they had been recruited, how they had been promoted. At the J.C. Penney Company, the panel responded to pre-arranged questions:

- Are there career opportunities for women in retailing?
- Are women stereotypes fact or fiction in business?
- What do you look for in a woman applicant?
- Compare the upward mobility of women vs. men.

The teams prepared for the corporate trips during the first retreat, in the units Sexism in the Occupational Structure and Sexism in the Educational Structure, and during feedback sessions following each trip. At the retreat Robert Hoppock conducted two demonstration interviews illustrating his technique of eliciting information about a person's work (described in his book, Occupational Information). With his permission, we include his questions for group conferences and interviews.

Questions to Think About While Observing Workers

Is there anything about that job I would LIKE? What?

Is there anything I would DISLIKE? What?

Is there anything about that work that I think I could DO WELL?

Is there anything I think I could NOT do well? What? Why?

Would any of my students or clients LIKE THIS job? Why?

Would any of them be ABLE to do it WELL? Why?

Questions for Group Conferences With Employers of Women

Do you employ college women?

What are the principal job categories in which beginners start?

What are the starting salaries?

What does a person do in this job?

What are the minimum qualifications for getting a beginner's job?

What preparation is required? What is the minimum you would accept? What do you prefer?

Do typing and stenographic skills help or hinder a woman who wants to advance?

How does the beginner get a job? To whom does she apply? Where? When?

About how many women did you hire last year? Do you expect to hire more or fewer next year?

What are the hours?

Is the job steady or seasonal?

Do you ever have any accidents?

What do you think the workers like best about their jobs? What do they like least?

Is there anything else we should have asked you?

Questions for Interviews with Women Workers

If I ask you any question you would rather not answer, please just say "Next question."

What would you say is the major PURPOSE of your job?

What are ALL the things you have to do in your job?

What time did you come to work today?

What was the first thing you did?

How long did that take?

What did you do next?

How long did that take?

(Continue with these questions up to the present moment.)

What did you do yesterday that was different from what you did today?

What else did you do this week? This month? This year?

Can you think of anything else you have EVER had to do on THIS job?

What are the THREE THINGS you like BEST about your job?

What are the THREE THINGS you like LEAST about it?

How did you get your FIRST JOB in this organization?

How did you get THIS job?

Did BEING A WOMAN make it any easier, or any more difficult, for you to get your present job?

In this organization have you ever been TREATED any DIFFERENTLY than you would have been in you had been a man?

If you had a younger sister who wanted some day to do just what you are doing now, what ADVICE would you give to her?

Is there anything else I SHOULD HAVE ASKED you?

Is there anything you would like to ASK ME?

Planning for the visits also included formulating the following series of questions to aid in examining the role of women in the corporation:

- What kinds of jobs for college graduates are there in this corporation?
- What are key recruitment areas?
- What do you look for in recruiting new employees?
- How do recruiters look for women?
- What special efforts are made to identify women at all levels?
- How do employers view college students?
- How do women get into the organization?
- What's it like to be a woman in this organization?
- What kinds of jobs do women hold--line or staff? Supervisors and/or managers? Are they clustered in certain jobs? Why?
- What motivates the corporations to hire and promote women?
- How do women move up?
- What are the skills you look for at different levels?
- Are women underused?
- Who's promotable and who isn't?
- What do you think the problems of women are in the organization?
- What constraints do women themselves present?
- Are there educational programs for which women are eligible? Tuition refunds? In-service training?
- What do men perceive to be the role of women in this company?
- What things have to change?
- Are there women at the top of this corporation? On the board of directors? How many?

Panelists and the personnel being interviewed held staff and line positions and represented lower, middle, and upper levels of the corporation. The level and range of job titles included:

Level	Title
Upper Staff:	Assistant vice president, Human Resources Vice president, Corporate Social Responsibility
Upper Line:	Assistant vice president, Group and Health Insurance Operations
Middle Staff:	Project manager, Communications Department Director, Educational Programs Manager, Communications Programs Attorney Regional personnel relations representative Manager, Corporate Finances Director, Individual Marketing Support
Middle Line:	Buyer Special assistant and agency operations economist
Lower Staff:	Chartist, Office of the Economist Secretary to the vice president Staff assistant, Office of Social Research

Component IV: Programs, Methods and Materials Fostering Career Development

Unit: Second Semester Retreat: three days of workshops on programs for students and staff.

Presenters: L. Lee Knefelkamp, counselor educator
Lora Liss, sociologist
Margaret A. Talburtt, evaluation researcher
Sheila Tobias, co-director of math anxiety program

Objectives: To provide information about innovative programming and curricula; to meet and question program developers; to obtain data on the effectiveness of various women's educational programs; to participate in experiential skills workshops; to acquire resources and contacts to aid in developing campus programs.

Materials: World of Options, videotape of Project BORN FREE, University of Minnesota

Assertiveness Training for Women a trigger film from American Personnel and Guidance Association

Content:

If one picture is worth a thousand words, three days with innovative programmers equals a library. The residential workshop weekend in the second semester provided time to investigate and assess some innovative courses and programs that foster women's careers, personal growth and professional potential. The dual emphasis of the MST project on gaining deeper understanding of women's career development and learning how to create change, prompted invitations to designers and implementors of special programs. Not only did they discuss their work, but they also shared their experiences in establishing the programs on campus. With program designers in residence, it was possible to learn about the programs and raise questions about gaining campus acceptance.

In three days of meetings, workshops and informal discussions, members of the college teams (1) heard an evaluation of the three types of educational options

colleges offer young women -- internships, skills development workshops and women's studies classes; (2) discussed and participated in experiential workshops on math anxiety and creative risk taking; (3) gained an understanding of the theoretical basis of one specialized career planning course; (4) heard about the process of institutionalizing programs; (5) participated in an interview session on perceptions of sex discrimination in academe; and (6) previewed and evaluated the videotape World of Options from the BORN FREE Project of the University of Minnesota.

Workshop on Project WELD*: Evaluation of Programs at 8 Colleges

The major goal of Project WELD was to determine if and how programs for women in eight colleges had affected the opportunities and lives of women who had gone through them. Margaret Talburtt, project director, discussed the study's findings and provided team members with data and evaluation indicating that the programs "had more impact upon undergraduates than other educational experiences." By sharing the outcomes, Talburtt provided valuable information to the teams as they were contemplating their own programs.

Workshops on Skills Programs: Career Planning, Creative Risk Taking, Math Anxiety

The University of Maryland offers a theory-based career planning course. Lee Knefelkamp discussed its foundation in cognitive development theory (Perry, Knefelkamp and Slepitza), described the curriculum, and spoke about the process of involving colleagues from various offices. Margaret Talburtt has taught a university course designed to contribute to "the development of the awareness and behaviors women need to better control their destinies, confront discrimination and achieve maximum fulfillment." During a workshop, she explained both the theory of creative risk taking and described the curriculum. Similarly, Sheila Tobias, co-director of the Wesleyan Math Anxiety Clinic, spoke of the problems and issues related to math anxiety and about her experience in establishing the clinic.

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* WELD: Women's Education: Learning and Doing

Experiential Workshops: Math Anxiety and Creative Risk Taking

Important as it was to have first-hand exposure to ideas and new programs, it was equally important to participate in some of the exercises and activities of the skills development workshops. Both Talburtt and Tobias conducted experiential workshops that lead participants through some of the exercises of the programs.

Interview Workshop: Perceptions of Sex Discrimination in Academe

Emphasis at the retreat was on new programs and on learning how to design and gain acceptance for them. To provide more information on situations women encounter in higher education and to deepen the understanding of the barriers facing women, sociologist Lora Liss, an affirmative action officer, conducted a model interview demonstrating how she had gathered data to document academic women's failure to perceive the depth of discrimination.

Film Workshops

Project BORN FREE, of the University of Minnesota, has developed teaching modules and audio visual materials for use with teachers, administrators and counselors. The project's aim is to reduce career-related sex role stereotyping in educational institutions. BORN FREE is creating a development training program for counselors, teachers and administrators to help reduce sex bias. We screened and evaluated the videotape World of Options and considered its use for faculty workshops. The APGA trigger film, Assertiveness Training for Women, was also available and screened (but viewed by only a few participants because of the heavy retreat schedule).

Component V: Organization Theory: Individual and Institutional Change

Developed by Ethel Kahn, Ph.D. Rutgers University

This curriculum included theoretical content and experiential activities to help participants understand and develop diagnostic and problem-solving skills for their role as change agents. Theory was curtailed in favor of providing practical exercises and activities. The theoretical content was selected to help participants acquire the conceptual framework in which to analyze their observations and experiences.

The format of the twenty full-day sessions included lectures and mini-lectures, discussion, question and answer sessions, consultations, and small group and team activities. The goals of the curriculum were to provide theoretical and descriptive knowledge of how groups and organizations function and to help the participants (1) understand the change process, (2) understand and apply factors influencing behavior in groups and organizations, (3) clarify role and value conflicts imbedded in organizational change, (4) confront values and value issues, (5) identify a range of interventions to build more effective campus groups concerned about women's career development, (6) develop campus interventions to foster women's career development, and (7) encourage others on the campus to engage in the change process.

This component provided a wide range of information and many opportunities to practice skills. Interactive and experientially based, the curriculum is best described in terms of clusters of interdependent activities. We can divide the activities into those that build the theoretical base and those that build skills.

Cluster 1: Theory

A. Theories and concepts about organizations, groups and individuals: a multiperspective view.

   1. Organization Theory: the structure and process of organizations (hierarchical arrangements, communication, norms, power, leadership, reward systems, environmental set) (Hall, Katz & Kahn, Stouffer)

   2. Group Theory: the group as a dynamic problem-solving entity influenced by external and internal forces; physical, technical, social forces that generate problems and affect formation and functioning of a group; the division of labor, the balance between task and interpersonal activities (Bales, Homans)

   3. Role Theory: an approach to individual, group, and organizational behavior (notions of role, status, position, role demands, expectations, role clarity, organismic involvement, self-role congruence, social imperatives, audience effect, role enactment) (Sarbin)

B. Theory of change as a process

   1. Defining the phases of change: the dynamic and cyclical nature of change as a process (Lippitt, Watson, Westley)

   2. The Hawkinshire model: an expansion of the Lippitt model involving the understanding, anticipation, and planning for the range of positive and negative responses inevitable in change

Clusters 2-6 Skill-Building Activities

The activities in Clusters 2 through 6 include those designed to build skills: in planning, problem solving, and team and interpersonal relationships. Many varied exercises and activities were involved, including on-campus interviews of students and colleagues. Working in small groups, in pairs or trios, team members rehearsed plans and activities and used one another for feedback on presentation style and effect on a group. As an example of this type of activity, the introductory session (during the first retreat) included an exercise on influence and social change. The participants formed five groups, with each group developing an initial campus action plan. One member of each group had to try to "sell" the plan to another group. Then group members discussed the reception the "salesperson" had received and identified difficulties in the communication and influence effort. The group then re-designed the plan and another member tried to convince a different group of its value. The process was then repeated. The technique of using feedback from other participants was used throughout the training to help participants identify the effective and ineffective components of their personal styles.

Cluster 2: Fact-Finding and Interpretive Skills

A. Content

1. Force field analysis to list the factors that facilitate or restrain career development

2. Campus interviews to learn about young women's perceptions of their career problems

3. Interviews with personnel who had developed career programs (on campus and during second retreat)

4. Using teammates and group as consultants for critique, feedback and evaluation

5. Identifying and building networks or linkages to sources of ideas and materials

Cluster 3: Diagnostic and Assessment Skills

A. Content

1. Campus interviewing to test assumptions about student populations and their attitudes towards career and life planning

2. Census taking and weighing to assess significant factors in issues (listing factors, voting and choosing one most significant)

3. Designing and distributing questionnaires

4. Diagramming linkages of team members on campuses (identifying colleagues as strong links, weak links, potential blocks)

5. Force field analysis re: campus opportunities for enhancing women's career development

Cluster 4: Developing Interpersonal Skills

A. Content

1. Values clarification activities and exercises

2. Study of factors affecting interpersonal communications (sentiments, interactions, activities)

3. Ego divestment or low profiling and spreading the rewards as a change agent skill

4. Using pairs, trios, teams, small groups, plenary groups, one to one consultation, developing networks

Cluster 5: Program and Problem-Solving Skills

A. Content

1. Developing teamwork relationships: consulting team members for feedback

2. Problem-solving model: problem statement, method of approach, weighing of side effects and secondary gains, feasibility study; feedback and on-going evaluation

3. Program planning skills: experiential activities for practice in planning and organizing conferences; process and content critiquing; program debriefing; defining goals and objectives, consideration of alternatives, weighing side effects and secondary gains, decision making, strategies and techniques

Cluster 6: Program Development

A. Content: Developing summary plans for pilot programs

1. Formulating problem statement (the issues teams wished to address)

2. Describing the goals and objectives

3. Listing methods of approach

4. Use of Summary Plan Form

SUMMARY PLAN FORM

Problem Statement:

Methods of Approach	Objectives	Goals

B. Content: Refining the pilot programs

1. Setting goals (generalized statements)

2. Stating objectives (adding specificity by adding the means teams planned to employ to reach the objectives)

3. Establishing time tables (scheduling operations and using means so objectives could be reached)

4. Use of Project Outline Form

PROJECT OUTLINE FORM

1. Project Objective(s): What do you plan to achieve this semester?

2. Project Procedure(s): How do you plan to go about it? (Outline)

3. Project Timetable: Where do you expect to be at the time indicated?

   end-Feb.:

   mid-Mar.:

   end-Mar.:

   mid-Apr.:

   end-Apr.:

   mid-May: report on this semester's project and its outcome.

4. Project Aim(s): How does the objective of this project fit into the larger plan that you have? Briefly, what future efforts would this larger plan involve?

5. Project Significance: What is the significance of this larger plan in terms of the career development of youthful undergraduate women on your campus?

PART III

PILOT EFFORTS

The Third Semester: February-May 1978

During the final four months, the college teams began the first phase of the effort to make five campuses more responsive to young women's career development. With support and consultation services from the project's field supervisor and evaluation researcher, Dr. Lawrence Podell, the teams began the first stage of the campus action programs. Their initial programs are described in final team reports housed in the Catalyst library. In the reports, the teams responded to the following questions:

1. What were the conditions on the campus that moved the team to undertake the project? (The climate, politics, problems, availability of personnel, interest of key people, student needs.)

2. (a) What did the team do? (Project description)

   (b) How did the team do it? (Chronology--include schedule of meetings, samples of each agenda, fact sheets, brochures, public relations release, questionnaires, etc.)

3. How did it turn out? (Successes, partial successes, failures, revisions, reasons for revisions.)

4. What has team learned from doing this project?

5. What are the plans for next year, the hopes for the succeeding years?

The pilot programs are harbingers of more extensive future efforts. Each was a response to the team's

assessment of the conditions on its campus--the climate, politics, problems, availability of personnel, interest of key people, and student needs. Some teams were particularly sensitive to working within the system where others had already perceived a need. Some began where administrative support was strongest. The initial modes of intervention and strategies vary. In technical terms, one way to classify their efforts is to use three of the eight classifications Schmuck and Miles[1] suggest. Using the three--data feedback, task force establishment and training or education--it is possible to identify predominant intervention modes. One team (Rutgers-Newark) used data feedback[2] as a base for diagnosis, problem-solving, and planning. One program (Pace) is predominantly a task force[3] intervention with a committee to work on a special program. Two (Iona and Rockland) are training or education[4] interventions; they have developed programs and expect to involve additional community members as they proceed. As a strategy to create change, another team (Stony Brook) employed a linkage model (Havelock) in

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1. Schmuck, R. and Miles, M., Organization Development in Schools, 1971, p. 9
2. data feedback: systematic collection of information, which is then reported back to appropriate organizational units as a base for diagnosis, problem-solving and planning
3. task force establishment: setting up ad hoc problem-solving groups or internal teams of specialists to ensure that the organization solves problems and carries out plans continuously
4. training or education: procedures involving direct teaching or experience-based learning

which personnel and resources of various university departments are brought together to work on different aspects of a problem.

In the following section, each college campus, its pilot project and the impact of the project will be described briefly. The data on the schools comes from college publications; the data on student enrollment comes from the institutional research office; the statements characterizing women students, their career aspirations and the faculty's attitudes towards them derive from interview* data gathered by the project's evaluation researcher. The descriptions of the pilots are excerpts from each team's final report. The assessments of impact are based upon the report of the evaluation researcher*.

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* interviews with key personnel: president, provost, dean, departmental chairperson. See Appendix B for interview questions.

PROGRAM OF: IONA COLLEGE--NEW ROCHELLE, NEW YORK

Background

A suburban college, twenty-five miles north of New York City, Iona first enrolled undergraduate women in 1969. In 1976 the total undergraduate enrollment was 3,883, the total female undergraduate enrollment was 1,417, and the total female population under age 22 was 1,069 (28%). Since its founding in 1940 by the Christian Brothers of Ireland, Iona has offered B.A., B.S., and B.B.A. degrees. Programs in teacher education, medical technology and pre-engineering are also available. In the transition from an all-male institution with a tradition of religious affiliation, the college has become increasingly concerned about meeting the needs of female students. The women entering Iona are mostly first-generation college attendees. One dean observed: "These are mostly lower middle-class girls whose mothers did not go to college, who commute daily to a Roman Catholic college, and who are very aware of family attitudes." Another college official thought that more women had become aware of their potential and were becoming campus leaders.

Interviews conducted by the project's evaluation researcher indicated that key campus personnel believe that faculty members (especially those in the traditional liberal arts and science disciplines) were not very aware of the career problems of undergraduate women. One official described faculty as "out of touch with what is happening with women and careers;" he thought faculty had traditional views of women and lacked information about careers. A dean claimed that the faculty didn't think much about the problems of undergraduate women; he could not recall any discussion of the subject in his years at the college. Where there are no women on the faculty (as in the science departments), the traditional views of sex roles go unchallenged. Male faculty members, according to another dean, "are not really aware of women's career problems and do little about them; but they believe they are doing all they can."

Pilot Program

The team sponsored a career conference for women titled: It's Your Life: Choice or Chance. They chose this project because it could be completed within the semester, and they

chose to focus first on students rather than faculty because of Iona's history as an all-male school with a predominantly traditional male faculty. The primary audience for the conference was high school seniors accepted for the freshman class in September.

The program consisted of two panels of speakers and small group exercises that encouraged the audience to examine thoughts and feelings about careers. The speakers in the first panel developed ideas about the importance of career planning, the extensive learning opportunities Iona provides for intellectual, cultural and social growth, and formal and informal ways to explore careers at Iona College. In the second panel, the speakers discussed career opportunities and conditions in their respective fields and described their own career development.

In planning the conference, the Iona team worked with a campus committee composed of administrators, counselors, and faculty members who seemed eager to assist in the further expansion of a career development program.

Impact

Responding to the interviewer's questions on the impact of the pilot upon faculty, one dean claimed to have heard more discussion about career opportunities for women since the Iona Catalyst team's program; but he said that "it is still too early to measure its real impact upon the staff." Another college official said, "Maximum faculty involvement takes more than a few months to cultivate. Disagreements must be expressed and worked out. Awareness will grow each time."

In terms of impact upon female students, one college official claimed that the impact upon students would be manifested in self-awareness and self-confidence. A dean thought that the Catalyst team was an essential ingredient in creating this impact. Another said that changes in student attitudes would be maximized through reinforcement by an aware and knowledgeable faculty.

Those interviewed agreed that the potential impact upon college staff was great, especially in light of the administration's support for the Catalyst team and the esteem in which team members are held. The extent of the impact will depend upon the level of activity of the team and the involvement of faculty members in its activities.

PROGRAM OF PACE UNIVERSITY: NEW YORK CITY, WHITE PLAINS, PLEASANTVILLE/BRIARCLIFF

Background

Pace became a university in 1973, completing the transition from institute to college to university in the 25 years from 1948 to 1973. In 1976 the total undergraduate enrollment was 12,108, the total female undergraduate enrollment was 6,251, and the total female population under age 22 was 2,900 (24%). Founded in 1906 to serve the young men and women of New York who wanted to pursue careers in accounting, Pace has built a structure of schools and affiliations that have provided expanding service to students interested in the arts, sciences, education, nursing, graduate school, and continuing education. Pace is a private university with three campuses--one in New York City, one in White Plains, and one in Pleasantville, New York. In 1977, Pace purchased the assets of Briarcliff College and incorporated its buildings and 60 acres into the Pleasantville campus. As a result of this incorporation, Pace has dormitories for a limited number of men and women.

According to some key campus personnel, the faculty tends to be unconcerned and uninformed about undergraduate women's career problems. A counselor thought that the faculty was "interested but not knowledgeable about what is out there in the way of careers." One official remarked: "Academic advisement has not been related to career advisement." Another said that "the faculty refer career questions to career counselors." The problems of women's careers are especially apparent among liberal arts majors and among those who are undecided about their major.

Pilot Program

The Pace team has focused on improving the advisement of students termed 'undecided majors,' a large portion of whom are women. The team believes that students who are 'undecideds' are ripe for dropping out of college; they suggest that students are undecided because their career information and self-awareness are extremely limited. In reviewing what they had learned and what they were seeing at Pace, the team hypothesized that intervention at crucial points by a dedicated group of advisors would be one way to approach the problem. With support from their president and

with his assistance in inviting a committee of representatives from the three campuses to assist them, they sponsored a day-long workshop for advisors of 'undecided majors.' Thirty-five people representing staff and faculty from all three campuses participated. The enlarged Committee for the Advisement of Undecided Majors plans to continue and develop subsequent programs.

Impact

The Pace Catalyst team, according to those interviewed, made a successful 'seed effort.'

> "It has already caused many key staff to rethink the design for higher education for women. Increasingly, faculty are becoming aware that academic advisement must include career advisement, especially for undecideds."
>
> "It had a very great effect upon those who were exposed, plus a 'ripple effect' that has only begun: faculty who were directly exposed are now very active, especially with the undecideds; in addition, the Faculty Council is planning a two-session workshop on career development. Student retention has already been favorably affected."
>
> "There is a recognition that the college must reinforce the interest that was started, to nurture and improve upon it. College staff are meeting to define concrete objectives for group sessions to be organized in the fall."
>
> "The impact was so great that the President set up a career advisement center. He has authorized the hiring of a coordinator of advisement and retention who will work with the Catalyst team."

A counselor assessed the potential impact of continued activity upon students as follows: "Each student has a faculty advisor. If faculty are aware and knowledgeable, the impact upon students, especially undecideds, will be great--especially upon their retention." One dean noted: "There is great potential in affecting the undecideds--transfers in and sophomores/juniors--in group sessions. This is not a one-year project from college's point of view. It is going to continue."

PROGRAM OF ROCKLAND COMMUNITY COLLEGE: SUFFERN, NEW YORK

Background

Rockland Community College, an affiliate unit of the State University of New York, is a comprehensive two-year college. Located 25 miles north of New York City, Rockland awards the A.A., A.A.S., and Associate in Occupational Studies degrees. The transfer programs prepare students for technical and semi-professional occupations in business, industry and the health services. All career curricula include a core of liberal and general education as well as technical and occupational courses. In 1976 the total undergraduate enrollment was 7,991, the total female undergraduate enrollment was 4,645, and the total female population under age 22 was 2,124 (27%).

During interviews with the evaluation researcher, the women entering this public two-year institution were described as:

> "Aspiring to traditional female occupational roles: nursing, education, human services, a result of their socio-cultural background and the fact that they are not top students."

One college official described the arts and science faculty as "sympathetic but uninformed." A department chairperson said that they were "uninvolved and tended to be uninterested in career options."

Pilot Program

During the final semester the Rockland Catalyst team established the Women's Opportunities for Rewarding Careers (WORC) program. The team developed and secured approval for a four-course program scheduled to begin in September. It is designed to provide young women with a greater awareness of the diversity of rewarding career opportunities and the self-understanding to choose from among them. The program will fulfill most of the traditional liberal arts requirement of the first semester of the freshman year. Each course is designed to address specific career development needs of women. Students may enroll in the complete program for

twelve credits or may select one or more of the individual courses. The four courses are: Psychology of Women; Psychology of Careers; Contemporary College Mathematics; and Freshman Composition I, Woman and Work.

Two sections of each course have been scheduled for the Fall semester. The Rockland team hopes that by Spring 1979, sufficient interest will be generated in their community that high school senior women will seek out the program. In addition, the team believes that a successful pilot program should arouse the interest of faculty, counselors and administrators and encourage them to address career development concerns.

Impact

This semester, one dean observed that the team's impact was largely limited to extending ideas and knowledge to the colleagues with whom they worked to develop the courses. "There has been a significant impact on the three departments that are participating: English, Psychology, and especially Mathematics, which before was traditional and unsympathetic ('there is no math anxiety'), and now is open to the issues." One department chairperson said, "Those who have had contact have high praise for the Catalyst team's efforts." Particularly noteworthy in terms of potential impact upon faculty was the fact that respondents felt it was important that "the courses were to be staffed with respected faculty, rather than counselors."

The potential for impact upon women students was viewed as substantial. One department chairperson said that "it can be of enormous value and worth. Women can have their consciousness raised. Women can see themselves as other than nurses, social workers, counselors." Another chairperson remarked that "it should alert young women to vaster possibilities than they see right now." The incoming students are ready, according to one college official: "Times are changing. The high schools have changed. Young females are more conscious and view the previously 'untraditional' as standard, not revolutionary." Anticipating impact, the college administration is discussing an aggressive recruiting campaign for women students and the appointment of a coordinator for the several women-related efforts on campus.

PROGRAM OF RUTGERS UNIVERSITY: NEWARK COLLEGE OF ARTS AND SCIENCE, NEWARK, NEW JERSEY

Background

The Newark College of Arts and Sciences is one of six daytime liberal arts colleges within Rutgers University. Each of these colleges functions independently, but all are joined through the University in the common purpose of furthering higher education in New Jersey. The special mission of the Newark College of Arts and Sciences is to provide high-quality undergraduate instruction for commuting students living in the surrounding area, the state's most populous region. The college presents an opportunity for students to pursue their studies and extracurricular activities without losing contact with home and family.

Located in downtown Newark, the college is part of an active urban community which offers cultural and career advantages. It serves students enrolled in more than 30 majors in liberal arts and pre-professional areas of study. In 1976, the total undergraduate enrollment was 4,000, the total female undergraduate enrollment was 1,440, and the total female population under age 22 was 990 (25%).

The majority of women attending Rutgers, Newark are career-oriented; however, there is no substantial female enrollment in chemistry, physics, and mathematics, though there has been an increase in the life sciences.

The attitudes of the faculty towards the career problems of undergraduate women vary: some were described as "enlightened, with a feeling of commitment to bring women to equality in careers"; a few were seen as "hidebound," especially in departments with no women on the faculty; most were viewed as "uninformed, unaware"; "they don't think about it."

Pilot Program

The Rutgers Catalyst team is interested in improving the advisement process and in stimulating concern about mathematics and its relationship to opening or foreclosing career options. Their efforts were directed towards analyzing surveys to gain information on students' needs, and on developing, administering and interpreting a questionnaire about pre-college math preparation, attitudes towards math,

and the plans of entering students for including or excluding math in their college programs. Working with a faculty group responsible for freshman advisement, the team is attempting to raise awareness of the extent of math-related problems, and to help in formulating some realistic programs to respond. The team has also linked with a number of key members of the academic community and is working on a variety of related projects.

Impact

Some impact of the Catalyst team came about as a result of their survey of freshmen. An advisor said that the "Catalyst team's data had great impact on freshmen advisors, academic skills, and math staff, awakening them to the problems of math unpreparedness and the effect of math anxiety." Affirming this, a college official said that the survey "had significant impact on freshman advisors, especially regarding math anxiety and its consequences for choice of major and career." Added impact has resulted from the team's involvement with the college structure. One dean remarked on both: "Primary impact has been on the dean, associate deans, and committees that the dean has steered them to. Special impact upon freshman advisors, with the data profile on freshmen, was especially helpful."

In terms of its potential for impact on faculty in the future, interview respondents made the following assessments:

> "Team members are respected on campus, which helps. The team is data-oriented and the facts are needed and persuasive. By involving faculty and working with faculty committees, the team can have significant impact."
>
> "There is great potential for involving faculty (whose enrollments are) affected by the math anxiety problem."
>
> "Potential for sensitizing faculty is great through team involvement with other staff members in small task-oriented groups (e.g., pre-med advisement, rate of failure in math)."

One college official concluded his interview by saying that "there is great potential for change, but there must be constant pressure."

With regard to the potential for future impact upon students, the interviewees made the following assessments:

> "Through faculty advisors, women will be made aware of majors and careers that they had never thought of before."
>
> "Student awareness of available career opportunities and especially the importance of math can be developed. Committed advisors won't allow them to avoid math and will help them to understand and alleviate their math anxiety."
>
> "There is great potential for impact, especially in overcoming the math barrier and getting more women into science and medicine."

The Catalyst team was apparently so successful that the college administration is seeking its advice in other areas, as well. One administrator, for example, mentioned that "the percent of women is declining; the college needs the team's help in developing ways in which the college and its programs can be made more attractive to women."

PROGRAM OF STATE UNIVERSITY OF NEW YORK AT STONY BROOK: STONY BROOK, NEW YORK

Background

Founded in 1947 as a State University college to prepare secondary school teachers of mathematics and science, Stony Brook has expanded to become the State University's fourth regional university center. Academic emphasis is on arts and sciences; engineering and applied sciences; health sciences; and urban and policy sciences. A recent Middle States reaccreditation report called Stony Brook "an institution of national stature in the time-honored tradition of outstanding private universities and of such public institutions as Berkeley, Michigan and Illinois." The college is located 60 miles east of New York City on the north shore of Long Island. Eighty percent of the Stony Brook students come from the N.Y. metropolitan area; 97% are from the state. In 1976, the total undergraduate enrollment was 11,216, the total female undergraduate enrollment was 5,213, and the total female population under age 22 was 4,236 (38%).

The Stony Brook faculty was seen as oriented to the graduate student and unable to handle masses of undergraduates. As one official remarked: "Generally, there is too little faculty interest in advising undergraduates and too many undergraduates." According to one person interviewed by the evaluation researcher, faculty tend to be indifferent to career problems of undergraduate women. As one official said, "They don't believe that they discriminate (as to sex), and that ends it!" However, another official noted: "A good percentage of the women faculty make it their business to know about the better women students. They are significantly concerned with the quality of women undergraduates."

As a selective admissions institution with an excellent reputation for graduate study, particularly in the sciences, Stony Brook attracts many undergraduate women who enter with the desire to major in science and science-related careers. But their aspirations change over time; half become social science majors.

Pilot Programs

The Stony Brook MST project is directed to encouraging undergraduate women to consider career options in which the

elements of mathematics and science will be useful. In addition, it aims to facilitate the development of a university support/advisory network which will be aware of the special needs of undergraduate women and which will be committed to special efforts to address these needs. In linking with several departments and offices on the campus (heretofore uninvolved in women's career development), i.e., Orientation, Psychological Services, Undergraduate Studies, Women's Studies, and Continuing Education, and in setting up research projects and advisement services for women, the team has undertaken a variety of actions. They scheduled a training session for orientation advisors; prepared a hand-out for incoming students on women and nontraditional professions; are involved in organizing peer support groups for women in math and science; are working with Psychological Services on establishing a Math Anxiety Clinic; are cooperating with Women's Studies on a seminar program Women in Nontraditional Professions: Science, Mathematics and Medicine; and will co-sponsor (with the office of Continuing Education) a November Conference on Women and Math for teachers and other professionals.

Impact

The impact of the team, according to those interviewed by the evaluation researcher, is limited to those in the various offices with whom they have planned programs, i.e., women's studies, career counseling, freshman orientation, undergraduate advisors, math faculty. Illustrative assessments were:

> "The team has had an effect on the limited number of staff with whom it has been involved in its concerns: women's studies, undergraduate advisors, math faculty--but not beyond that."
>
> "The major contribution has been putting those people together. They might not have come together ordinarily."
>
> "The team has had training sessions for orientation staff. New students will hopefully see a more informed staff person in their orientation."

The greatest potential for impact upon the women undergraduates was seen as coming through counselors, female graduate students and female faculty, particularly those in

the sciences. Through their efforts, undergraduate women may be made more aware of their options, perhaps leading to a decrease in their attrition from major and pre-professional fields involving science and mathematics.

* * *

In Summary

In this semester, the five teams conducted pilot projects having a significant impact upon those staff members who were involved in their planning and implementation. The potential for further impact upon staff and students is good, provided that the efforts continue with administration support and with increased participation of faculty members.

PART IV

IN RETROSPECT

The ultimate goals of this project were twofold: (1) to enable teams of college personnel to initiate change at their institutions, and (2) to demonstrate that college campuses can become more supportive of young women's career development. The various components were designed to provide the background, resources, and experiences needed to make this possible. We assessed the effectiveness of our work in terms of its value to the participants in their task of creating change on campus.

Theory and Practice

In the initial planning stage, we decided to use an interdisciplinary and multiperspective approach in the two major content areas of this project (Dynamics of Female Career Development; and Organization Theory: Individual and Institutional Change). We limited theory in order to provide practical "hands on" experiences. The importance of combining a variety of practical experience with theory has emerged as even more significant than originally conceived. Active participation--seeing, hearing, and experimenting--proved more helpful than reading or discussing theory. The participants were action-oriented. Although tolerant of theory, they preferred experiential learning. In retrospect, they would have preferred applying the theories and starting the campus work earlier. The workshop weekend with innovative programmers, the corporate field trips, and the teamwork exercises that provided practice for new skills were very valuable.

Workshops

When we planned to have weekend workshops with designers of new campus programs, we assumed that the interaction between our teams and these innovators would be powerful. It was! When asked which aspects of the curriculum were most useful in designing the campus projects, participants mentioned information about programs and studies conducted on other campuses. The teams secured data on how other campuses had met comparable problems as they approached their own pilots.

Three of our five teams chose math-related problems for their campus projects. One team used a teaching module from the BORN FREE Project for their faculty workshop.

Value of Curriculum

When asked how the curriculum helped them to implement their campus programs, participants singled out some of the work that focused on setting realizable and specific goals and developing time tables. They found receiving critique and feedback from other participants and learning about ego divestment especially valuable. The work that helped teams enlist support of their colleagues included gaining an understanding of change agentry, preparing for resistance to change, and forming new linkages on their campuses. The units that helped them understand the needs of their undergraduate women included multidisciplinary views of sex roles, sexism in the occupational structure and the male sex role.

Corporate Field Trips

The corporate field trips component was mentioned frequently as the most important of the first semester. Participants felt the three trips extended their horizons beyond the campus. In evaluating the experience, they wrote:

> "The trips were an opportunity to see people I would not ordinarily meet in their own work setting. This is very helpful in terms of the kinds of situations for which we need to prepare our students."

> "I realized more clearly the difference between universities and business and some of the ways in which we may not be preparing our students adequately for the world of work."

Teamwork

From the initial decision to concentrate training on a three-person academic team, to the activities designed to build interpersonal and team skills, the project emphasized forging teams to create change. This effort has emerged as a strength of the project. "In contrast to the isolation so much more common in college work," wrote a participant, "it was important to work with my team as a team." Another said, "Academic people aren't accustomed to working as a team; it was important to learn to."

A team report said:

> "Work on the Catalyst MST team has given team members firsthand experience with the vast benefit to be derived from group work and support. Stony Brook's MST project has been designed to bring these same benefits to undergraduate women at Stony Brook and to the counselors and teachers who advise them."

In retrospect, another important aspect of the training was the creation of a special social environment that provided the support, encouragement and time to plan change and try out new behavioral skills. The crucial next stage for each of the teams will be to maintain the momentum, building on the links that have been established on each campus in order to involve more faculty and extend the efforts.

PART V

RESOURCE LISTS: RESOURCES FOR PROGRAM DEVELOPMENT

Compiled by Carol G. Durst, Catalyst research associate

Part of the Catalyst function in this project has been to serve as the "knowledge broker" linking the college teams to additional sources of information and to the people who are creating new materials and programs. Catalyst not only has provided information to five teams but has also shared its resources with other educators who have learned of the project.

Carol Durst compiled a series of Resource Lists to aid the teams in the development and implementation of their programs. All of the printed materials are available in the project files at the Catalyst Information Center. The lists identify people, programs, materials publishers and organizations with special interest in young women's career growth. Four lists were developed and distributed to each participant. A fifth list, the Catalyst bibliography Grants and Funding, was also distributed. The three lists (Innovative Programs, Tests and Bibliographies and Resource Agencies) that have proven most useful in developing the campus projects follow.

INNOVATIVE PROGRAMS

This listing of national programs is divided into five parts (1) programs to encourage women into the math and science fields (2) internship programs (3) life/career planning courses (4) programs involving alumni and (5) consortial and individual programs to involve faculty and staff in career advisement

PROGRAMS TO ENCOURAGE WOMEN INTO MATH AND SCIENCE FIELDS

American University
Department of Chemistry
Washington, D.C. 20016
Nina Roscher 202-686-2398
"Women in Chemistry" project.

California State University
Fresno, California 93740
Lillian Faderman, Assistant Vice-President for Academic Affairs
Math tutoring from peers and group counseling to encourage career exploration.

California State University
Long Beach, California 90840
Ruth Afflack, Departments of Women's Studies and Mathematics
A four-part math workshop using games, labs and other non-standard methods of teaching math.

College of St. Catherine's
2004 Randolph Avenue
St. Paul, Minnesota 55105
Sister Mary Thompson, Chairperson of Department of Chemistry 612-690-6619
Skill-building project for women in chemistry and biochemistry.

Mary Baldwin College
Staunton, Virginia 24401
Donald D. Thompson, Department of Psychology
Project geared to "Increasing Women in Science Through Reshaping Role Perception."

Massachusetts Institute of Technology
Man-Vehicle Laboratory/Center for Space Research
Cambridge, Massachusetts 02193
Alan Natapoff 617-253-7757
Math courses for women and inner city populations.

Michigan State University
East Lansing, Michigan 48823
Jeanne E. Gullahorn, Professor and Chairperson
Personality and Social Program
"Women in Science" workshop.

Mills College
Oakland, California 94613
Lenore Blum, Mathematics and Computer Science Department
415-632-2700
"Women in Science" Program: science and science related courses for liberal arts freshmen and sophomores.

Mind Over Math
370 Riverside Drive
New York, New York 10025
Stanley Kogelman, Joseph Warren
Courses for the math-anxious.

Purdue University
Engineering Administration Building
West Lafayette, Indiana 47907
Christine D. Smith, Program Coordinator
Freshmen Engineering Department 317-749-2659
"Special Programs for Women in Engineering."

Rosemont College
Rosemont, Pennsylvania 19010
Suzanne P. Varimbi, Department of Chemistry
An internship in an industrial laboratory for chemistry majors who have not worked as chemists.

Smith College
Northampton, Massachusetts 01060
Joint program with University of Massachusetts offering liberal arts bachelors and engineering masters degrees.

Stony Brook, S.U.N.Y., College of Engineering & Applied Sciences
Stony Brook, N.Y. 11794
Frank Wang, F.F.Y., Department of Materials Science
516-246-5980, 6759
Retraining for women science graduates in materials sciences.

Tufts University
Medford, Massachusetts 02155
Kathryn A. McCarthy, Provost
Project to encourage undergraduate women to enter engineering.

University of Houston
4800 Calhoun
Houston, Texas 77004
"CARFEW" Career Facilitation in Engineering for Women," tuition-free program to attract women science graduates into engineering careers.

University of Michigan
Ann Arbor, Michigan 48104
Evelyn Boorman, Michigan Women in Science
Presentations by women scientists and math tutoring for women.

University of Minnesota
Sandra O. Davis
Student Counseling Bureau
200 Eddy Hall
University of Minnesota
Minneapolis, Minnesota 55455

OR

Personnel Decisions, Inc.
2515 Foshay Tower
Minneapolis, Minnesota 55405

Project, "Encouraging the Career Development of Women in Non-traditional Fields," includes a support group and accredited mathematics curriculum.

University of Missouri
Kansas City, Missouri 64110
Professor Carolyn MacDonald, Physical Science Program
Mathematics courses for women taught in all-female environment.

Wellesley College
Wellesley, Massachusetts 20181
Alice T. Schafer, Director, Department of Mathematics
Mathematics courses for women emphasizing problem solving skills.

Wesleyan University
High Street
Middletown, Connecticut 06457
Sheila Tobias, Associate Provost 203-347-9411
"Math Anxiety Clinic"
Mini-courses on the role of mathematics in culture; computational skills lab; regional conference for educators.

FOR FURTHER INFORMATION ON PROGRAMS FOR WOMEN IN MATH & SCIENCE

Association for Women in Mathematics
Department of Mathematics
Mills College
Oakland, California 94613
Lenore Blum, President 415-632-2700

INTERNSHIP PROGRAMS

Cedar Crest College
Allentown, Pennsylvania 18104
January Interterm, Washington Semester.

George Fox College
Newberg, Oregon 97132
Curtis E. Loewen, Director, Field Education 504-538-8383
Experiential Education Through Student and Faculty Internships
Four year program of experiential education for Liberal Arts students and faculty.

Goucher College
Baltimore, Maryland 21204
Winifred C. Borden and Carol M. McGowan
"Women's Management Development Project"
Six month team internships with stipend.

Illinois Wesleyan University
Bloomington, Illinois 61701
"Room at the Top"
In cooperation with Country Companies Insurance Company
Management training combined with undergraduate study.

Justin Morrill College
Michigan State University
151 Snyder Hall
East Lansing, Michigan 48824
James Korth 517-355-6603
Combined traditional curriculum and decision-making skills training.

Keller Graduate School of Management
10 South Riverside Plaza
Chicago, Illinois 60606
Dennis Keller 312-454-0880
"Women in Management," summer internship between Junior and Senior years; "Management Studies Semester for Undergraduate Students," formal coursework and full time internship practicum.

Lake Forest College
Lake Forest, Illinois 60045
Rosemary Hale, Professor of Economics
Paul Fischer, Associate Professor of Politics
Summer and January internships during Junior and Senior years for academic credit.

Mills College
Oakland, California 94613
The Center for Career Planning
Barbara Berk, Co-Director 415-632-2700 ext. 250
Curricular/Career Model Project.

Mount Holyoke
South Hadley, Massachusetts 01075
Emily Wick, Academic Dean
January interterm, political science internships in Washington and abroad.

Mount Vernon College
2100 Foxhall Road, N.W.
Washington, D.C. 20007
The Washington Institute for Women in Politics
Judy Weiner, Vice-President
Education and on-the-job training in government and politics.

Swarthmore College
Swarthmore, Pennsylvania 19081
Judith K. Katz, Director of Career Counseling and Placement
One week internships shadowing alumni.

Washington Winterim
Washington Center for Learning Alternatives
1705 De Sales Street, N.W.
Washington, D.C. 20036
Pat McDonough, Director 202-659-8510
Internships and colloquium on national policymaking and media reporting.

Wellesley College
Wellesley, Massachusetts 02181
Career Services Office, Green Hall, 4th Floor
Barbara Lazarus, Director 617-235-0320
Internships coordinated with The Shared Experience Program (SEE, Inc.) and the Massachusetts Internship Office (MIO).

Wells College
Aurora, New York 13026
Judy Phillips, Academic Dean
January Interterm conducted by academic departments.

Westbrook College
Portland, Maine 04103
Dean of Students or Ruth Ann Brooks
Women's Studies and Internship Program.

FOR FURTHER INFORMATION ON INTERNSHIP PROGRAMS

CAEL - Council for the Advancement of Experiential Learning, Inc.
American City Building, Suite 208
Columbia, Maryland 21044
Morris T. Keeton, Executive Director
Diana Bambord-Rees, Executive Associate 301-997-3535
Membership organization of 300 higher education institutions; Professional Development Program; publications.

National Center for Public Service Internship Programs
Suite 601
1735 Eye Street, N.W.
Washington, D.C. 20006
Richard Ungerer, Executive Director
A non-profit membership-based organization; publishes a Directory of Washington Internships and a Directory of Public Service Internships: Opportunities for the Graduate, Post-Graduate and Mid-Career Professional; a computerized Information exchange system, the National Register of Internships and Experiential Education; a Standardized evaluation system, "MODEVAL".

The National Institute of Social Sciences
Field Experience Education Research
c/o Field Experience Education Information Office
Justin Morrill College
151 Snyder Hall
Michigan State University
East Lansing, Michigan 48824
James Korth 517-355-6603
A Consortium of 6 colleges and universities evaluating the impact of field experience education.

Society for Field Experience Education
c/o Philadelphia Urban Semester (GLCA)
1227-29 Walnut Street
Philadelphia, Pennsylvania
Steven Brooks, Membership Chairperson 215-574-9490
A membership organization sharing information through newsletter "Field Forum" and annual conventions.

LIFE/CAREER PLANNING COURSES AND SKILLS WORKSHOPS

Augsburg College
Minneapolis, Minnesota 55404
Richard J. Thoni and Patricia M. Olsson
Career Planning course described in "A Systematic Career Development Program in a Liberal Arts College," Personnel Guidance Journal, May 1975, Vol. 53, No. 9.

Barat College
Lake Forest, Illinois 60045
Ted Marchese, Sally Ann Poinsett, Director 312-234-3000
Project "WILL"
A model leadership training program for women.

Bloomfield College
Bloomfield, New Jersey 07003
Martha M. Stodt
"Life Planning Seminars," unpublished manuscript.

Baldwin-Wallace College
Berea, Ohio
A Career Planning Program for Women: The Experience CUE by Mary Khosh, Associate Director of the Counseling and Advising Center
This 8-week course is described in an "action document" with comprehensive bibliography published by ERIC Counseling and Personnel Services Information Center in collaboration with National Association for Women Deans, Administrators, and Counselors.

City College, C.U.N.Y.
Convent Avenue at 138th Street
New York, New York 10038
Women's Studies, Wagner Hall 217
Barbara Watson, Director 212-690-8269
Credit course, "Career Planning: Issues, Dilemmas and Procedures In Life Planning for Women."

Empire State College, Long Island Learning Center
S.U.N.Y.
P.O. Box 130
Old Westbury, New York 11568
Elizabeth Steltenpohl, Jane Shipden 516-997-4700
"A Guide to Resources for Life/Career/Educational Planning for Adults," manual.

Judson College
1151 N. State Street
Elgin, Illinois 60120
312-695-2500
A vocational curriculum which preserves the integrity of the Liberal Arts.

Justin Morrill College
Michigan State University
141 Snyder Hall
East Lansing, Michigan 48824
Barbara Ward, Acting Dean
Traditional education combined with problem solving, values clarification, communications skills and group work.

Purdue University
Frederick L. Hovde Hall of Administration
West Lafayette, Indiana 47907
Barbara I. Cook, Associate Dean of Students 317-494-8031
"Life Planning Course" for credit, "Span Plan Program" geared to the non-traditional woman student, and "Unclassified Program" for the undergraduate student who has not chosen an academic major.

Stephens College
Columbia, Mirrouri 65201
Carol Estrada, Counselor 314-442-2211
Career Development Center, the Counseling Service
"Career-Life Exploration" course.

University of Maryland
College Park, Maryland 20742
Janice Birk
"Providing Life/Career Planning for Women and Girls"
Curriculum Modules and Coordinator's Guidebook for this program.

University of Maryland
College Park, Maryland 20742
Department of Counselor Education
L. Lee Knefelkamp
Career Development courses based on cognitive development theory.

University of Michigan
Ann Arbor, Michigan 48104
"Promoting Creative Risk-Taking in Women"
Dissertation and course taught by Margaret Anne Talburtt. Course teaching women creative risk-taking which plays a crucial role in decision making.

University of Minnesota
Minneapolis, Minnesota 55455
Student Counseling Bureau
101 Eddy Hall, 192 Pillsbury Drive, South
V. Lois Erikson
Dorothy Loeffler 612-373-4193
"A Psychological Development Curriculum for Adult Women - Design, Implementation, Assessment," a four credit women's studies course entitled "Woman, A Sense of Identity."

FOR FURTHER INFORMATION ON CAREER PLANNING COURSES FOR WOMEN

Middle Atlantic Placement Association
Professional Development Committee
College Placement Council
Bethlehem, Pennsylvania 18001
Outlines of career-planning credit courses.

FERA (Formative Evaluation Research Associates)
1130 Hill Street
Ann Arbor, Michigan 48104
Margaret Talburtt 313-994-9060
Project WELD; "Women's Education; Learning and Doing"
Project provides information about three types of educational options available to undergraduate women; internships, women's studies classes, and skills development classes (or workshops), based on programs at eight colleges.

WEECN, Central Office (Women's Educational Equity Communications Network)
Far West Laboratory for Education Research and Development
1855 Folsom Street
San Francisco, California 94103
Sharon Taylor 415-565-3032, 3000

PROGRAMS INVOLVING ALUMNI

Barnard College
Broadway and 116th Street
New York, New York 10027
Placement Office
Carol Feit, Associate Director 212-280-2033
Alumnae host undergraduate women who are considering the alumna's field.

Hollings College
Career Counseling Center
Administration Building
Hollings College, Virginia 24020
Peggy-Ann Neuman 703-363-6364
Alumni Career Case History File.

Mills College
Oakland, California 94613
The Center for Career Planning
Barbara Berk, Co-Director 415-632-2700, ext. 250
Alumnae Network.

Syracuse University
Syracuse, New York 13210
Paul Brown, Associate Director of Alumni Programs
Co-Sponsored by Alumni Office and University's Office of Career Services.

Swarthmore College
Swarthmore, Pennsylvania 19081
Judith K. Katz, Director of Career Counseling and Placement
Juniors shadow alumni for one week.

University of North Alabama
University Station
Florence, Alabama 35630
Robert D. McCoy, Counseling and Placement Center Talent Bank.

PROGRAMS TO INVOLVE FACULTY AND STAFF IN CAREER ADVISEMENT

A. Consortia

Great Lakes Colleges Association
220 Collingwood, Suite 240
Ann Arbor, Michigan 48103
Beth Reed, Women's Studies Coordinator 313-761-4833
Program to develop a major in women's studies from courses offered by the colleges belonging to this consortium and to assist faculty who advise women students.

University Council for Educational Administration
29 West Woodruff Avenue, Room 066
Columbus, Ohio 43210
Director: Jack Culbertson
Program to develop multi-media instructional training modules on inequities in educational opportunity.

B. Individual Schools Programs

Faculty Development Project for Career Planning and Programs for Women
Furman University
Box 28719
Greenville, South Carolina 29613
Judith T. Gatlin, Coordinator
Program provides release time for faculty to develop curricula which deal with women's concerns and issues.

Experiential Education Through Student and Faculty Internships
George Fox College
Newberg, Oregon 97132
Curtis Loewen, Director, Field Education
A four year program offering faculty summer internships.

Women in Careers: A Changing Perspective
St. Olaf College
Northfield, Minnesota 55057
Thora Phelps, Career Counselor
Conferences and workshops to make faculty more aware of their role in the career choices of their students.

Tufts University
Medford, Massachusetts 02155
Kathryn A. McCarthy, Provost
Program to help faculty advise women entering engineering.

University of Texas
College of Science
Arlington, Texas 76019
Ann Benhan, Director
Program to develop videotapes, a science career library, and seminars for counselors.

Wichita State University
1845 Fairmont
Wichita, Kansas 67208
Carol W. Konek, Director, Higher Education Administrative Leadership
Model workshops and seminars to change attitudes on the administrative potential of women.

FOR FURTHER INFORMATION ON PROGRAMS INVOLVING FACULTY AND STAFF IN CAREER ADVISEMENT

ERIC Counseling and Personnel Service Information Center
The School of Education, Suite 2108
The University of Michigan
Ann Arbor, Michigan 48109
313-764-9492

Women's Educational Equity Communications Network operated for the U.S. office of Education by
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103
415-565-3032, 3000

WEENC
Documentation Facility
ORI/Information Systems Division
4833 Rugby Avenue, Suite 205
Bethesda, Maryland 20014
Abstract/index journal, "Resources in Women's Educational Equity."

TESTS

This is a selected list of vocational interest, sex-role, self-concept and attitude inventories that are in the MST files. New research on sex-bias/sex-fairness has increased the importance of knowledge of these tools in counseling young women.

Attitudes Toward Sex Roles Scale
Peggy Hawley
San Diego State University Press (Campaniel Press), 5300 Campanile Drive, San Diego, California 92182.

The Attitudes Toward Women Scale: An Objective Instrument to Measure Attitudes Toward The Rights And Roles of Women in Contemporary Society
Janet T. Spence & Robert Helmreich, The University of Texas at Austin
Journal Supplement Abstract Service, American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20009.

Androgyny Scale
Sandra L. Bem, Assistant Professor, Stanford University
Stanford University Press, Stanford, California 94305.

California Psychological Inventory
Harrison G. Gough
Consulting Psychological Press, Inc., 577 College Avenue, Palo Alto, California 94306.

Career Assessment Inventory
Charles Hansen
The Psychological Corp., A Subsidiary of Harcourt Brace Jovanovich, Inc., 304 E. 45th Street, New York, New York 10017.

Career Maturity Inventory
John O. Crites
Monterey: McGraw-Hill CTB Publishers, 1221 Avenue of the Americas, New York, N.Y. 10020

COMP - College Outcome Measured Project (funded by FIPSE)
Assessment of General Education Knowledge and Skills
Aubrey Forrest, Director
Joe M. Steele, Research Psychologist
Research & Development Division
The American College Testing Program
Iowa City, Iowa 52240.

Kuder Tests - A sex bias leaflet and review set; DD sex bias leaflet and review set; C sex bias leaflet and review set
Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

The Life History Questionnaire (Short Form): Instrument, Norms, and Intercorrelations
Robert Helmreich & John Wilhelm, The University of Texas at Austin
Joy Stapp, University of California, Berkeley
Journal of Supplement Abstract Service, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. 20036.

Maferr Inventory of Feminine Values - Form A, B, C, BB, G
Maferr Inventory of Masculine Values - Forms H, D, E, DD, F.
Score Sheets, Masculine Manual, Feminine Manual II, Bibliography
Maferr Foundation, Inc., Male-Female Role Research, Postgraduate Center for Mental Health, 124 East 28th Street, New York, N.Y. 10016.

Self-Directed Search
John L. Holland
Consulting Psychological Press, Inc., 577 College Avenue, Palo Alto, California 94306.

Strong-Campbell Interest Inventory (Manual T325)
David P. Campbell & Edward K. Strong, Jr.
The Psychological Corporation - A Subsidiary of Harcourt Brace Jovanovich, Inc., 304 E. 45th Street, New York, N.Y. 10017.

The Tennessee Self-Concept Scale
Counselor Recordings and Tests, Box 6184, Acklen Station, Nashville, Tennessee 37212.

Uniact Research on Sex-Balanced Interest Inventory
Gary Hanson
Research and Development Division, ACT National Office, 2201 North Dodge Street, P.O. Box 168, Iowa City, Iowa 52240.

Women's Liberation Scale (WLS): A Measure of Attitude Towards Positions Advocated by Women's Groups
Carlos Goldberg, Indiana University-Purdue University, Indianapolis
Journal Supplement Abstract Service, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. 20036.

Work Values Inventory
Donald E. Super
Houghton Mifflin
Test Editorial Offices: Iowa City, Iowa
Regional Sales Office: Pennington-Hopewell Road, Hopewell, New Jersey 08525.

FOR FURTHER TESTING RESOURCES

Educational Testing Service
Princeton, New Jersey 08540
An ERIC Clearinghouse on tests, measurement, and evaluation.

Institute of Mental Measurement
Gryphon Press
220 C Montgomery Street
Highland Park, New Jersey 08904
Oscar Kirsen Buros, Editor
Reference works in education and psychology: Tests in Print II, Seventh Mental Measurements Yearbook; Personality Tests and Reviews; Vocational Tests and Reviews; Reading Tests and Reviews II.

Women & Educational Testing: A Selective Review of the Research Literature & Testing Practices (1974)
Carol Kehr Tittle, Karen McCarthy, Jane Faggen Steekler, Office of Teacher Education, CUNY Educational Testing Service in collaboration with the Assoc. for Measurement & Evaluation in Guidance.
Women & Educational Testing, Publications Order Office, E.T.S., Princeton, N.J. 08540.

BIBLIOGRAPHIES AND RESOURCE AGENCIES

This selected and annotated list identifies bibliographies, professional organizations, research centers and clearinghouses that are involved with women in higher education, and/or research on the career development of young women. Divided into four categories, the list provides information on (1) women's work (2) professional development for those who counsel women students (3) the status of women in higher education (4) data on colleges and college students.

WOMEN'S WORK

Catalyst
14 East 60th Street
New York, New York 10022
212-759-9700
Over 50 informational papers and bibliographies on women's work.

Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160
617-969-7100
A clearinghouse for Women's Educational Equity Act Programs and materials on education leadership, career preparation and sexism in education. Bibliography, "Establishing and Operating a Career Resource Center for Adults." 1975.

ERIC Clearinghouse on Career Education
Ohio State University
Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
NOTE: ERIC has 16 clearinghouses, each collecting materials in specialized areas.

The Feminist Press
Box 334
Old Westbury, New York 11568
"Women's Work and Women's Studies/1973-1974: A Bibliography" (3rd volume) by Emily Kofer of The Barnard Women's Center, New York. "Feminist Resources for Schools and Colleges, A Guide to Curricular Materials." 1973.

Human Sciences Press
72 Fifth Avenue
New York, New York 10011

"New Career Options for Women - A Selected Annotated Bibliography." Ann Phelps, Helen S. Farmer, Thomas E. Backer. 1977.

Human Service Press
4301 Connecticut Avenue, N.W.
Washington, D.C. 20015

"Women - A Bibliography on Their Education and Careers." Helen Astin, Nancy Suniewick, Susan Dweck. 1971.

The New York Chapter of the Special Libraries Association
235 Park Avenue South
New York, New York 10003

"Women and Management, A Selective Bibliography." Compiled by Gwenn Weaver, Mary De Pasquale, Regina Galligan. Edited by Beverly Ryd.

PROFESSIONAL DEVELOPMENT FOR THOSE WHO COUNSEL WOMEN STUDENTS

American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009
202-483-4633

Umbrella organization for: American College Personnel Association, Association for Counselor Education and Supervision, Association for Measurement and Evaluation in Guidance, National Vocation Guidance Association Sex Equality in Guidance Opportunity Project. "Essential Readings for Counselors of Girls and Women: A Selected Bibliography." Lynn E. Haun, Chairperson, APGA Commission for Women.

American Psychological Association
1200 17th Street, N.W.
Washington, D.C. 20009
202-833-7600

Committee of Women in Psychology. Journal Supplement Abstract Service. "Women and Work: A Bibliography of Psychological Research." Veronica F. Nieva and Barbara Gutek.

American Sociological Association
1772 N Street, N.W.
Washington, D.C. 20036
202-833-3410
Lucy Sells

Special interest sections on Sex Roles, Organizations and Occupations.

Business and Professional Women's Foundation
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

"A Selected Annotated Bibliography, Career Counseling: New Perspectives for Women and Girls." 1972.

Great Lakes College Association
220 Collingwood, Suite 240
Ann Arbor, Michigan 48103
Beth Reed, Women's Studies Coord. 313-761-4833

Assists faculty and counselors who advise women students.

NTL Institute
P.O. Box 9155
Rosslyn Station
Arlington, Virginia 22209
703-527-1500

Experience-based laboratory training; consultation, research and publication services.

National Association for Women Deans, Administrators and Counselors
1028 Connecticut Avenue, N.W., Suite 933
Washington, D.C. 20036
202-659-0330
Special journal issue fall 1974.

University Associates
7596 Eads Avenue
La Jolla, California 92037
800-854-3143 or 714-454-8821
Publishers and consultants who offer training in Organization Development and Human Resources, experiential learning clinics.

Womanspace: Feminist Therapy Collective
636 Beacon Street, Suite 600
Boston, Massachusetts 02215
"Counseling Women: A Bibliography," and "Issues in the Psychology and Counseling of Women: Additional Resources." 1975.

Women's Educational Equity Communications Network
Far West Laboratory
1855 Folsom Street
San Francisco, California 94103
415-565-3032, 3000
"Nonsexist Career Counseling for Women: Selected Annotated Resources and References, Parts I and II." Compiled by Rita M. Costick, Fran Hereth, and Kathy Cirksena.

STATUS OF WOMEN IN HIGHER EDUCATION

Center for the Study of Women in Higher Education and the Professions
Wellesley College
Wellesley, Massachusetts 02181
Carolyn Elliot 617-628-5058

Higher Education Resource Service - Mid-Atlantic
University of Pennsylvania
4025 Chestnut Street
Philadelphia, Pennsylvania 19174
Cynthia Secor 215-243-5426
With Bryn Mawr College, co-sponsors, Summer Institute for Women in Higher Education Administration.

Higher Education Resource Services - New England Cheever House
Wellesley College
Wellesley, Massachusetts 02181
Lilli Hornig, Executive Director
Martha Tolpin, Associate Director
617-235-7173 or 235-0320 ext. 789
Programs for Academic Professional Women; Referral and Placement; Career Counseling for pre- and post-doctoral women.

Office of Women in Higher Education/American Council on Education
One Dupont Circle
Washington, D.C. 20036
Emily Taylor, Director; Donna Shavlik, Associate Director
202-833-4692
National Identification Program for the Advancement of Women in Higher Education Administration.

Project on the Status and Education of Women
Association of American Colleges
1818 R Street, N.W.
Washington, D.C. 20009
Bernice Sandler, Director
Liaison between academic and women's groups and federal policy makers. "Some Useful Bibliographies on Women in Education." 1972.

DATA ON COLLEGES AND COLLEGE STUDENTS

The American College Testing Program
2201 North Dodge Street
P.O. Box 168
Iowa City, Iowa 52240
319-356-3711

Developing sex-balanced interest inventory.

College Entrance Examination Board
888 7th Avenue
New York, New York 10019
Anne B. Speirs, Secretary 212-582-6210

Tests, publications, career awareness workshop materials; publishers of "Career Skills Assessment Program," 1978; and "Women's Higher and Continuing Education: An Annotated Bibliography with Selected References on Related Aspects of Women's Lives," by Esther Manning Westervelt and Deborah A. Fixter. 1971.

College Placement Council
P.O. Box 2263
Bethlehem, Pennsylvania 18001
215-868-1421

"Bibliography: Resources for a College Placement Center." College Placement Manual. "Career Information for College Graduates - An Annotated Bibliography." 1976. List of career/life planning courses.

FOR FURTHER INFORMATION ON WOMEN'S ORGANIZATIONS

Catalyst
14 East 60th Street
New York, New York 10022
Gurley Turner, Director of Information Services
212-759-9700

Chronicle of Higher Education
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036
See: Fact-File, May 6, 1977, "Women's Units in 60 Organizations."

Encyclopedia of Associations
Gale Research Company
Book Tower
Detroit, Michigan 48226
Margaret Fisk, Editor

Women's Action Alliance
370 Lexington Avenue
New York, New York 10017
Ruth Abrams, Executive Director 212-532-8330
Nonprofit, national clearinghouse on women's issues and programs.

Women's Educational Equity Communications Network
Far West Laboratory
1855 Folsom Street
San Francisco, California 94103

Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160

Documentation Facility
ORI/Information Systems Division
4833 Rugby Avenue, Suite 205
Bethesda, Maryland 20014
Abstract/index journal, "Resources in Women's Educational Equity."

Women's Organizations and Leaders Directory
Today Publications and News Service, Inc.
National Press Building
Washington, D.C. 20045
Myra E. Barrer, Editor 202-628-6663

PART VI

SELECTED, ANNOTATED BIBLIOGRAPHY

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David, D. and Brannon, R., eds. The Forty-Nine Percent Majority. Reading, MA: Addison Wesley, 1976.

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Ernest, J. Mathematics and Sex. Santa Barbara: University of California Press, 1976.

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Freedman, R.C.; Richarts, R.M.; and Van de Wille, R.L. Sex Differences in Behavior. New York: Wiley and Sons, 1974.

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Gaff, J.G. Toward Faculty Renewal. San Francisco: Jossey-Bass, 1976.

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Ginzberg, E. The Human Economy. New York: McGraw-Hill, 1976.

Provides information about the occupational structure.

Hall, R.H. Organizations, Structure and Process. Englewood Cliffs, N.J.: Prentice Hall, 1972.

Suggested reading for the organization theory curriculum.

Hansen, L.S. "Staff Development and Change Process." Paper read at American Psychological Association Convention, 1977, San Francisco, California. Based on Project BORN FREE: Reducing Career-Related Sex-Role Stereotyping in Educational Institutions, University of Minnesota.

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Havelock, R.G. A Guide to Innovation in Education. Ann Arbor, Michigan: Institute for Social Research, The University of Michigan, 1970.

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Hennig, M. and Jardim, A. Managerial Woman. New York: Doubleday and Company, 1977.

Provides information about women in the occupational structure, particularly the personal attributes of highly successful women managers.

Herr, E.L. Vocational Guidance and Human Development. Boston: Houghton Mifflin, 1974.

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Hoffman, L.W. and Nye, F.S. Working Mother. San Francisco: Jossey-Bass, 1975.

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Homans, G.C. The Human Group. New York: Brace and World, 1950.

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Research on women's positions in the occupational structure.

Kaplan, A.G., and Bean, J.P., eds. Beyond Sex-role Stereotypes: Readings Toward a Psychology of Androgeny. Boston: Little, Brown and Co., 1976.

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Katz, D. and Kahn, R. Social Psychology of Organizations. New York: John Wiley & Sons, 1966.

Suggested for organization theory curriculum.

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Komarovsky, M. "Cultural Contradictions and Sex Roles: The Masculine Case." American Journal of Sociology 78, no. 4 (1973): 873-884.

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Komarovsky, M. "Some Problems in Role Analysis." American Sociological Review 38, no. 6 (1973): 649-62.

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Kreps, J.M., ed. Women and the American Economy, A Look to the 1980's. Englewood Cliffs, NJ: Prentice-Hall, 1976.

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Lippitt, R.; Watson, J.; and Westley, B. The Dynamics of Planned Change. New York: Harcourt, Brace and World, 1958.

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Liss, L. "Why Academic Women Do Not Revolt." Sex Roles 1, no. 3 (1975): 209-23.

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Background for women's sex-role socialization and career development issues.

McEwen, M.K. "Counseling Women: A Review of the Research." Journal of College Student Personnel 16 (1975): 382-388.

Suggested for the psychological aspects of sex-roles and career development theories.

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Background for the organization theory curriculum.

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O'Leary, V.E. "Some Attitudinal Barriers to Occupational Aspirations in Women." Psychological Bulletin 81, no. 11 (1974): 809-26.

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Suggested reading for the study of sex-roles and women's positions in the occupational structure.

Osipow, S.H., ed. Emerging Woman: Career Analysis and Outlooks. Columbus, OH: Charles E. Merrill, 1975.

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Patterson, L.E. "Girls' Careers--Expressions of Identity." Vocational Guidance Quarterly 21 (1973): 269-275.

Suggested reading for the psychological aspects of sex-roles and career development theory.

Pietrofesa, J.J. and Splete, H. Career Development: Theory and Research. New York: Grune and Stratton, 1975.

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Redl, F. and Wineman, D. Children Who Hate. New York: Free Press, 1951.

Chapter 3 was suggested for the organization theory curriculum.

Resources for Change: A Guide to Projects 1976-1977. Washington, D.C.: U.S. Department of Health, Education and Welfare/Education Division, 1976.

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Richardson, M.S. and Alpert, J.L. "Unisex vs. Androgyny." New York University Education Quarterly 8, no. 4 (1977): 29-32.

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Robbins, L. and Robbins, E. "Comment on 'Toward Understanding of Achievement Related Conflicts in Women.'" Journal of Social Issues 29, no. 1 (1973): 133-137.

Article related to achievement motivation and to issues in the study of sex-roles.

Rosaldo, M.Z. and Lampere, L. Woman, Culture and Society. Stanford: Stanford University Press, 1974.

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Rubin, L. Worlds of Pain. New York: Basic Books, c. 1976.

Sarbin, T.R. and Allen V.L. "Role Theory," in Lindzey, G. and Aronson, E., eds. Handbook of Social Psychology. Reading, MA: Addison-Wesley, 1968.

Suggested for role theory study in organization chance curriculum.

Schmuck, R. and Miles, M. Organization Development in Schools. La Jolla, CA: University Associates, 1971.

Suggested reading for study of organizational goals and expectations.

SEARCHLIGHT: Counseling Women for Life Decisions. Arlington, VA: ERIC/CAPS, Comprehensive Search, January, 1966 through August, 1976, 116 citations.

Society for the Psychological Study of Social Issues. Readings in Social Psychology. Maccoby, E.E.; Newcomb, T.M.; and Hartley, E.L., eds. New York: Holt, 1958.

The chapter "Task Roles and Social Roles in Problem Solving" by R.F. Bales was suggested as theoretical background for social interaction theories.

Strouse, J., ed. Women and Analysis: Dialogues on Psychoanalytic Views of Femininity. New York: Dell, 1974.

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Super, D.E. and Crites, J.O. Appraising vocational fitness by means of psychological Tests. New York: Harper, 1962.

Provides background for career development theories.

Talburtt, M.A. "Creative Risk Taking." Ph.D. dissertation, University of Michigan, n.d.

Suggested reading for role of risk-taking in women's career development. Some exercises developed from this dissertation were presented during creative risk taking workshop of our second retreat.

Talburtt, M.A. Women's Education: Learning and Doing. Ann Arbor: Project WELD, Formative Evaluation Research Associates, Inc., June 1977.

Data presented in workshop of second retreat; this is a study of the impact of womens studies and women skills courses and internship programs at eight colleges.

Tangri, S.S. "Determinants of Occupational Role Innovation Among College Women." Journal of Social Issues 28, no. 2 (1972): 177-99.

Suggested for career development theories applied to women.

Tobias, S. "Math Anxiety, Why is a Smart Girl Like You Counting on Your Fingers?" Ms, September, 1976, pp. 56ff.

This article was background for the presentations at second retreat workshop on math anxiety programs.

Tobias, S. and Donady, B. "Counseling the Math Anxious." Journal of the National Association for Women Deans, Administrators and Counselors, Fall, 1977, pp. 13-16.

This article appeared subsequent to our retreat, preceding a book soon to be released on this subject.

Touchton, J.; Wertheimer, L.C.; Cornfeld, J.L. and Harrison, K.H. "Career Planning and Decision-Making: A Development Approach to the Classroom." Counseling Psychologist 6 (1977): 42-47.

Tuchman, G. "Women and the Creation of Culture," in Millman, M. and Kanter, R.M. Another Voice. New York: Doubleday Anchor Books.

Suggested for the sociological study of sex-roles.

U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1975 Handbook on Women Workers. Bulletin no. 297.

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Unger, R.K. and Denmark, F.L. Woman: Dependent of Independent Variable. New York: Psychological Dimensions, 1975.

Chapter 42, "Toward An Understanding of Achievement Related Conflicts in Women," M. Horner, 43, "Early Childhood Experiences and Women's Achievement Motive," W. Hoffman, 44, "Encountering the Male Establishment: Sex-Status Limits on Women's Careers in the Professions," C.F. Epstein; suggested for the psychological aspects of sex-roles.

Van Dusen, R.A. and Sheldon, E.B. "The Changing Status of American Women: A Life Cycle Perspective." American Psychologist 31 (1976): 106-116.

Suggested for the psychological aspects of sex-roles and career development theory.

Walz, G.R. and Benjamin, L. On Becoming a Change Agent. Ann Arbor: ERIC Counseling and Personnel Services Information Center, School of Education, The University of Michigan, 1977.

Provides information and resources for individual and institutional change.

Warnath, C.F. "Vocational Theories: Direction to Nowhere." Personnel and Guidance Journal 53 (1975): 422-429.

Suggested for understanding career development theory.

Webb, E. Unobtrusive Measures - Non-Reactive Research in the Social Sciences. Chicago, Ill: Rand McNally & Co., 1966.

Background for planning and evaluating ongoing campus-based projects.

Widick, C.; Knefelkamp, L.L.; and Parker, C.A. "The Counselor as a Development Instructor." Counselor Education and Supervision 14, no. 4 (1975).

Presented as part of second retreat workshop for background on institutionalizing a cognitive-development career planning course.

Wilson, K. "Today's Women Students: New Outlooks and New Challenges." Journal of College Student Personnel 16 (1975): 376-381.

Suggested for the study of psychological aspects of sex-roles, career development theories as they relate to women students and sexism in the educational institutions.

catalyst

APPENDIX A

September 1, 1976

TO: Dr. John Doe, President, USA University

FR: Charlene Newburg, Project Director

RE: Participation of USA University in the Catalyst Model Staff Training Program

Through this memorandum we would like to confirm our respective commitments to the Model Staff Training Program.

1. Catalyst will conduct a staff training program as detailed in the proposal accepted for funding by The Fund for the Improvement of Post Secondary Education and as summarized in the attached prospectus.

2. Catalyst will enroll three members of the staff of USA University (one faculty member, one administrator and one counseling or placement staff) in a three semester post graduate level training program that addresses the critical issues of undergraduate women's career development. The program will run from January-June 1977 and from September 1977-January 1978, meeting for one full day a week at Catalyst's New York City office. This will be followed by an implementation semester, February-May 1978 on the USA campus.

3. USA University will nominate participants for a three member team and Catalyst will make a selection based upon criteria of leadership capacity, authority to provide staff training as well as the personal commitment of the individual.

4. The three member team of USA University will participate in all three semesters of the training program and will then undertake various forms of staff development to facilitate career growth in undergraduate women at USA University.

Our signatures on this memorandum signify the participation and commitment of Catalyst and USA University to this program. When you have signed both copies, please keep one copy for your files and return one to Catalyst for our files.

President, USA University

President, Catalyst

Project Director, Catalyst
Model Staff Training Program

The national nonprofit organization that helps women choose, launch, and advance their careers.

NATIONAL HEADQUARTERS
14 EAST 60th STREET
NEW YORK, NEW YORK 10022
TELEPHONE: 212 759-9700

CONTACT:

Felice N. Schwartz, *President*
Jeannine Green
Executive Vice President, Marketing Director
Judith T. Evans
Vice President, Editorial Director
Elizabeth L. Jaffe, *Director Programs for Employers*
Anita Lands, *Director Programs for Women*
Charlene Newburg, *Director Model Staff Training Project*
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Paulette Ehrenburg
Employer Services Manager
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*Member of the Executive Committee

Contributions are tax deductible.

APPENDIX B

EVALUATION RESEARCHER'S INTERVIEW QUESTIONS

Dr. Lawrence Podell conducted a series of on-campus interviews with "key" personnel (presidents, provosts, vice presidents, deans and department chairpersons) to assess the impact of the pilot programs. The introduction to his report follows:

> In the limited time available between the end of their instruction period and the termination of the project, the Catalyst teams mounted on-campus action programs. Because of the time constraints, these were pilot efforts, planned and implemented within a few months. Of necessity, their impact upon staff and students would be very limited. Accordingly, the evaluation effort had to be very limited. Measurement of significant effects upon the faculties and the student bodies was premature. Instead, "key informants" in the administration and on the faculty were identified and interviewed concerning their observations and assessments.

The basic interview consisted of five questions posed to all "key informants":

1. How would you describe the career aspirations of undergraduate women at _____?
2. How would you describe the attitudes of faculty towards the career problems of undergraduate women?
3. How much of an impact has the Catalyst team had on the staff this semester?
4. What is its potential for impact upon the staff in the future?
5. What is its potential for impact in the future upon undergraduate women and their career choices?

APPENDIX C

CATALYST PROJECT STAFF

CHARLENE NEWBURG is the Director of the Model Staff Training Project and an education consultant for Catalyst. Her background is in counseling, vocational guidance and education. Her involvement with Catalyst began in 1971 when she was an advisor on a Catalyst Project at Manhattanville College which assisted women in combining careers and family life. At the same time, she was a psychology instructor at Westchester Community College. She has done counseling in a variety of settings with clients ranging in age from 10 to over 50. From 1972 until her return to Catalyst in 1976, she was a counselor for middle school students in the public schools of Bedford, New York. From 1966 to 1970, she was chairman of guidance for the Manpower Development and Training Program and project coordinator for the National Alliance of Businessmen Program at the White Plains Adult Education Center. Ms. Newburg took her B.A. at Bard College and an M.A. in vocational counseling at New York University. She is a trustee associate of Bard College, has New York State certification in Guidance, is a professional member of the National Vocational Guidance Association and is affiliated with many professional education associations. As an undergraduate she served internships in the United States Senate, the New York Legislative Services and Montefiore Hospital.

CAROL G. DURST is the Research Associate for the Model Staff Training Project. After graduating from Kirkland College, she took her M.A. in Student Personnel Administration in Higher Education from Teacher's College, Columbia University. She has worked as a placement counselor at Hofstra University, a career counselor at Ocean County College Women's Program, and she has taught accredited career planning courses at The City College of C.U.N.Y. Ms. Durst has been an active member and Regional Coordinator of the National Association for Women Deans, Administrators and Counselors.

MIRIAM H. KROHN was the supervisor of the Model Staff Training Project in its first semester. At that time, she was Catalyst's Vice President in charge of

Programs for Women. She came to Catalyst in 1973 as Director of Counselor Relations, became Director of Counselor and Field Relations, and then assumed executive responsibilities in planning, staffing and managing. From 1968 to 1972, she was associated with New York University in a variety of roles: as Research Associate in an MDTA Evaluation Study, as an Instructor in the Counselor Education and Vocational Education Departments, and finally as an Adjunct Assistant Professor of Education. Ms. Krohn took her B.S. at Temple University and an M.A. in Vocational Guidance at New York University. She is author and co-author of many works in her field, published through Catalyst and New York University, and holds membership in a number of professional associations.

JUDITH T. EVANS was Catalyst's Vice President and Editorial Director, and in that capacity served as the Supervisor of the Model Staff Training Project in its second semester. Prior to her association with Catalyst, she had extensive experience as a private consultant for the U.S. Department of Labor, Kenyon and Eckhardt Advertising, Inc., the Technical Education Research Centers, Inc., Heuristics, Inc., the Charles River Project and the Academy for Educational Development in New York. From 1972 to 1974, as a Senior Research Associate of the Educational Research Corporation, she acted as managing director of a project relating to the teaching of reading. From 1969 to 1971 she served in a similar role as Evaluation and Research Director of the Educational Development Center. The author of various articles on social psychology and comparative educational practices, Dr. Evans took her M.A. and Ed.D. at Harvard University Graduate School of Education.

SPECIAL PROJECT STAFF

BRUCE H. BERNSTEIN did Group Work for the Model Staff Training Project. He is Adjunct Psychotherapy Supervisor in the Graduate Clinical Psychology Department of The City College of N.Y. and taught for 8 years in The Graduate School of Education at N.Y.U. and C.C.N.Y. He is considered expert in adult career counseling and has recently written an article on middle age for the Encyclopedia Americana. Since 1970 he has maintained a private practice in psychotherapy and psychoanalysis and has lead a variety of psychological workshops. Dr. Bernstein received his M.A. and Ph.D. in Counselor Education from New York University. He has been certified in a Postdoctoral Program in Research in Psychotherapy and Psychoanalysis, also at New York University, and has pursued advanced clinical training in a variety of psychological disciplines. Dr. Bernstein has received many academic and professional honors, including election to the presidency of the New York School Counselor Association, and to its Board of Directors, and has received its leadership award. He holds membership in over a dozen professional societies.

ETHEL D. KAHN, a social psychologist, served as a faculty member of the Model Staff Training Project, bringing her expertise to bear on the subject of organizations, individual and institutional change. She was responsible for both the planning and teaching of the second major component Organization Theory: Individual and Institutional change. She is an Associate Professor of Human Behavior and Community Psychology at the Graduate Schools of Social Work and Applied and Professional Psychology at Rutgers University. Dr. Kahn has also taught at Cornell, New York University, Adelphi and Finch College where she served as Chairperson of the Education Department. Her early career was in the field of adult and continuing education as a Program Director in Continuing Education at New York University.

Dr. Kahn did graduate work in Human Relations in Education for her M.A., and in Human Relations and Social Policy - Social Psychology for her Ph.D., earning both degrees at New York University. A member of the American Psychological Association, she maintains both professional and community affiliations

and has, since 1968, been active in personal counseling and organizational consultation and training for school districts and human service agencies. She is interested in gerontology and film, and has received government grants to pursue studies in both areas. Her current interest is in the field of women's studies, human sexuality and systems change.

LAWRENCE PODELL is the Model Staff Training Project's Evaluation Researcher and Field Supervisor. He also conducted sessions on the design and evaluation of the campus action programs. Dr. Podell took his Ph.D. in Sociology from Cornell University and his B.S.S. degree from City College of New York. After moving from Instructor to Assistant Professor, to Associate Professor in City College's Department of Sociology and Anthropology, Dr. Podell took leave in 1961-62 and 1963-65 to work for New York City's Interdepartmental Neighborhood Service Center and Department of Welfare, where he was the Director of Social Research. From 1965-67, he was Assistant to the Commissioner for Research in the renamed Department of Social Services. In 1967, Dr. Podell was appointed University Professor of Urban Affairs at the City University of New York. In 1972, he was appointed University Dean for Program and Policy Research.

MARY SUE RICHARDSON served on the faculty of the Model Staff Training Project, focusing on the Dynamics of Female Career Development. She was primarily responsible for the design of the first component and assumed responsibility for contacting and preparing guest lecturers. She gave the presentations on psychology and the vocational development of women. Dr. Richardson is a New York State Certified Psychologist who took her Ph.D. in Counseling Psychology at Teachers College, Columbia University. She is a graduate of Marquette University, interned in psychology at Hofstra University's Counseling Center and taught at Lehman College of City University. Dr. Richardson is presently an Associate Professor in the Department of Counselor Education at New York University. Her responsibilities there include courses in vocational development, and supervision of masters and doctoral candidates. She has participated in many workshops and conferences relating to women and career development, and has published in the field.

SPECIAL PRESENTERS

This project was enriched by the participation of the following people who have shared their professional expertise and knowledge.

RENEE H. BLANK, M.A., Human relations instructor and consultant, Rutgers University

MARTIN HAMBURGER, PhD, Counselor-Educator and specialist in career development and youth and work, New York University

FRANK HAWKINSHIRE, PhD, Social Psychologist, New York University

ROBERT HOPPOCK, PhD, Counselor-Educator and author of Occupational Information, New York University emeritus

MIRRA KOMAROVSKY, PhD, Sociologist and author of Dilemmas of Masculinity: A Study of College Youth, Barnard College

L. LEE KNEFELKAMP, PhD, Counseling Psychologist and Faculty Associate, University of Maryland

LORA LISS, PhD, Sociologist, Affirmative Action Officer Lehigh University

JANE LUCAS, M.A., Human Relations Consultant

SYDEL SILVERMAN, PhD, Anthropologist, specialist on sex roles, City University of New York

MARGARET TALBURTT, PhD, Evaluation Researcher, Co-Founder Formative Evaluation Research Associates (FERA)

SHEILA TOBIAS, M.A., M. Phil., Historian, author, Associate Provost, Wesleyan University

GAYE TUCHMAN, PhD, Sociologist, Specialist on sexism in the occupational structure, Queens College

MEMBERS OF THE FIVE COLLEGE TEAMS

ROSA B. AMENT is Assistant Director and Coordinator of University Testing at Pace University's Counseling and Personal Development Center. In that role, she provides educational, vocational and personal counseling on an individual or group basis; supervises graduate interns and junior counselors, and leads workshops in self-awareness, leadership skills and assertiveness training. Prior to serving at Pace University, Ms. Ament was the Director of Counselor Services at Elizabeth Seton College. She took her B.A. in Psychology at New York University, her M.A. in Psychology at Northeastern, and is presently pursuing a doctoral program in counseling education at St. John's University. Ms. Ament is active in professional associations, and is a frequent guest lecturer in her field. In 1977, she was nominated and selected Outstanding Young American Woman.

SISTER MARY BERCHMANS COYLE is Director of Continuing Education at The College of White Plains and Associate Dean of the School of Continuing Education at Pace University. For the past twenty years, her basic interest has been in the area of guidance and counseling for college women, beginning with an emphasis on freshman orientation and early career planning. Sister Berchmans has degrees from Good Counsel College and Teachers College of Columbia University and has her Ph.D. in counseling from St. John's University. She has participated in workshops in guidance and counseling, and has received NDEA and NSF grants to study at Ohio State and Skidmore College.

BEVERLY BIRNS is Professor of Psychology and Coordinator of Women's Studies in the Interdisciplinary Social Sciences Program of the State University of New York at Stony Brook. She received her M.A. from the University of Geneva (Switzerland) and her Ph.D. from Columbia University. She has taught at Albert Einstein College of Medicine; has received NIMH grants to conduct research on infant development and has published over twenty articles. A Fellow of the New York Academy of Sciences, she has taught graduate and undergraduate courses in sex-role socialization, in women's studies, and a freshman seminar on women in nontraditional professions. Dr. Birns is particularly interested in women in science and mathematics, women and mental health, sex role socialization and the social history of motherhood and childhood.

MARILYN GRAHAM is an Instructor in the Department of Interdisciplinary Social Sciences at the State University of New York, Stony Brook. Ms. Graham is a summa cum laude graduate in Psychology from St. Mary's College at Notre Dame Indiana. She is completing her Ph.D. in Developmental Psychology at Stony Brook. She has published several essays and is actively pursuing research relating to women in science. Ms. Graham's

special areas of professional interest are the development of sex roles, day care, and the effects of television. A member of the Founding Board of the Toscanini Infant Center in Stony Brook and of the Children's Learning Community in Setauket, she has done research with the Children's Television Workshop. Currently she serves on Stony Brook's Committee on Research Involving Human Subjects which operates to preserve the safety and the rights of research subjects.

PAUL GREGORIO has had a wide range of counseling experiences. As an instructor and counselor at Rockland Community College, he was involved in setting up and running seminars for young freshmen students and returning students. Mr. Gregorio was a counselor in a military drug-abuse clinic and in a New York City Methadone Maintenance Treatment Program. He received his M.A. from San Francisco State University and is a member of the American Personnel and Guidance Association.

DOROTHEE VON HUENE is an Assistant Dean and is also Associate Professor of English at Pace University. Born in Germany, Dr. von Huene attended school in the United States and graduated from Wellesley College. She took her M.A. in English and German at the University of Munich and her Ph.D. in Comparative Literature at New York University. Dr. von Huene has been in the English Department at Pace University since 1969. She has also taught at Southern Oregon College and at the Monterey Institute of Foreign Studies. As Assistant Dean of New Directions she is responsible for developing and promoting the program and providing career and academic counseling for reentering adults. She has developed such innovative credit courses as Career Explorations, Career Dynamics, and a Math course designed for returning women. Under her direction the program has enjoyed tremendous growth. Dr. von Huene is particularly interested in providing opportunities for growth for students of all ages.

ADELE KAPLAN, formerly Director of Counseling is currently Director of Women's Division, Rutgers Small Business Development Center at Rutgers University. She has originated and developed programs for career development, placement, recruitment of adult students, life and work planning, day care, veteran services, women, minority and community groups. Ms. Kaplan established the counseling service on campus and a hot-line staffed by students and volunteers. She has a B.A. from Barnard College and an M.A. from New York University, and has taken post graduate courses in psychotherapy and counseling.

ILA KAPLAN is a Counselor and Assistant Professor at Rockland Community College. She attended the University of Wisconsin at Madison, graduating with a B.A. in Sociology, and Teachers College, Columbia University, graduating with an Ed. M, and M.A. in Guidance and Counseling. Ms. Kaplan has designed and led on-going seminars on Assertion Training, Career/Life Planning,

Interpersonal Relationships, Returning to School and Values Clarification. She was a counselor at the Psychological Consultation Center of Teachers College, Columbia University and has designed a career development center, a peer orientation program and an interdisciplinary experiential learning program titled: "Experiences in Personal Growth for Women."

LAURETTA JOHNSON's professional interests are focused on counseling techniques that encourage students to accept control of their own destinies. As Assistant Director of Career Development at the State University of New York at Stony Brook, she has developed and coordinated career programs for all segments of the student population. A graduate of the State University at Oneonta with an M.A. in guidance and counseling, Ms. Johnson is a member of several professional associations. She serves as Chairperson of the Long Island Regional Council of Higher Education's task force in college volunteer and community services, and of the University's Student Affairs EEO Committee.

JAMES J. O'CONNELL, Director of the Counseling Center at Iona College, dates his association with Iona to his undergraduate years. After receiving his baccalaureate degree in business administration he earned his M.S. in educational psychology and his Ph.D. in counseling psychology at Fordham University. Dr. O'Connell has been employed at Iona since 1957, first as instructor and vocational counselor, then as assistant and associate professor, placement director and full professor. He has taught graduate courses at Michigan State University, UCLA, and been a consultant to major businesses. Past President of the Middle Atlantic Placement Officers Association, member of the Board of Directors of the Eastern College Personnel Officers Association, President of the Metropolitan New York Placement Officers Association, Dr. O'Connell is active in more than ten professional organizations.

JAMES H. RAMSEY, Director of the Academic Foundations Program at Rutgers University, is committed to improving the educational opportunities of disadvantaged students. He earned an M.S. in Biology from Brown University, where he received a National Science Foundation fellowship. He was formerly Director of the Educational Opportunity Program at Rutgers. Active in community affairs, Mr. Ramsey has served as President of the Montclair, New Jersey Board of Education and as Secretary-Treasurer for the Urban Relocation Housing Corporation.

LILLIAN ROBBINS, Professor in the Department of Psychology of Rutgers University, Newark, graduated Phi Beta Kappa and Magna Cum Laude from City College, received an M.A. in psychology from the University of Illinois, and a Ph.D. in social psychology from New York University. A Fellow of the American Psychological Association, she has published numerous articles, lectured to

school and professional groups, and served as a consultant on drug abuse, school staffing, and student attitudes. Dr. Robbins' current interests include dual career families, achievement motivation, the psychology of women, and effects of hospitalization on mental patients and their families.

STEPHANIE SCHWARTZ, Assistant Professor of Speech Communication at Iona College and former Chairperson of the Department of Speech and Dramatic Arts, received her B.A. and M.A. degrees from Hunter College. She has taught at Queens College and Hunter College and at the New School for Social Research. At the time she joined the Iona Faculty, in 1965, Ms. Schwartz was the only full-time woman instructor. She is active in professional associations and is currently researching the 1976 Presidential Debates.

SETA S. SHAHEN, an Instructor and Clinical Teacher in the Department of Nursing of Rockland Community College, is especially concerned with maximizing women's potential for career development. She has worked as a clinical teacher at Bergen Community College and is a member of many professional associations, including the National League of Nurses, and the American Nurses' Association. A member of Kappa Delta Pi and Pi Lambda Theta honor societies, Ms. Shahen received her M.A. from Columbia University Teachers College.

JOAN G. SILBERMAN is an Associate Professor of English at Rockland Community College. She holds a Master of Arts degree from New York University. Her primary interest is introducing consciousness-raising with respect to women into all of her courses. Her courses include Freshman Composition, Film Appreciation, and an interdisciplinary course taught with a psychologist. A trustee of St. Thomas Aquinas College and member of the Human Research Board of Nyack Hospital, Ms. Silberman is active in community as well as academic affairs. She recently served on a panel on film in teaching sponsored by the National Humanities Institute at Yale. Ms. Silberman appears frequently as a guest speaker before women's groups including the Brandeis Women and the Pearl River Women's Club.

SYBIL JORDAN STEVENSON is Assistant to the Dean in the School of Arts and Sciences of Iona College and is active in developing programs for undergraduate women.

Her areas of professional interest include women's career development, conflict management, group dynamics, training and minorities in higher education. She has an M.S. in Teaching from the University of Chicago, and is a member of the National Coordinating Council for Educational Opportunity. In 1976 she was named one of the Outstanding Young Women of America.

JUDY ANN VALYO is the Coordinator of Student Activities at Rockland Community College. She has a masters degree in College Student Personnel and is an Ed.D. candidate in Higher Education Administration at Teachers College, Columbia University. Ms. Valyo has worked in student activities and residential life; and has developed orientation programs as well as supervising the daily operation of a student center. As a member of the Association of College Unions International, she has assumed several leadership positions. She serves on many college committees, has been faculty advisor to the Rockland Feminist Alliance, and has chaired panels at professional conferences. Her special interests are in new student orientation programs, and women in higher education.

MURIEL WEYL is a Mid-Career Counselor at the State University of New York at Stony Brook. She is especially interested in the problems of re-entering the job market, career change, and career development. She runs a variety of group workshops in these areas in addition to providing individual counseling. Ms. Weyl earned her M.S. in counseling from C.W. Post. Past President of Suffolk County NOW, Ms. Weyl remains head of the NOW Speaker's Bureau and serves on the board of Planned Parenthood.